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This course is designed to provide basic structures and vocabulary in Twi in the context of situations commonly encountered by foreigners in Ghana. The dialect presented is Ashanti Twi and the transcription system used is the standard orthography of the Bureau of Ghana Languages with discritic marks added to indicate tone levels. After an introduction to the language, the text begins with a unit consisting of 48 recorded drills on words that are distinguished by tone or consonant and vowel differences that often cause difficulty for speakers of English. The 19 units which follow are made up of dialogs, explanations of grammar and usage, cultural notes, and pattern drills (substitution, question/answer, lexical, etc.). A Twi-English glossary is appended. (JD)

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TWI

BASIC COURSE

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DEPARTMENT OF STATE

TWI

BASIC COURSE

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PREFACE

The Twi Basic Course is one of a series prepared by the Foreign Service Institute in its Special African Languages Program, coordinated by Earl W. Stevick. This series is being produced under an agreement with the Office of Education, Department of Health, Education, and Welfare, under the National Defense Education Act.

The course in its present form is based on classroom experience with a group of Foreign Service Officers. It is designed to provide basic structures and vocabulary for the situations in which the foreigner is most likely to need Twi.

The linguist in charge of the project has been James E. Redden. He was assisted by Nelson Owusu, Siegfried Ayatey, Jude Aidoo, Anthony Aidoo, and Robert K. Nti, Language Instructors.

The tapes which accompany the text were prepared in the Foreign Service Institute Language Laboratory under the supervision of Gabriel Cordova.

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TABLE OF CONTENTS

Contents iv

Introduction

Identification and location ix
Tone terracing x
Sentence intonation xii
Symbol list xiii

Unit 1

Use of drills 1
Sound drills 2

Unit 2

Dialogue: 'Greetings' 14
Note: 9. Vowels and vowel harmony 16
10. Subject and possessive pronouns 18
11. Possessed nouns 19
12. Noun plurals 19
14. Sentence Drill model 20

Unit 3

Dialogue: 'Do you speak Twi? 24
Note: 6. Vowel before /r/ 26
7. Subject with two verbs 26
11. Negative of verbs 26
12. Nasal-stop assimilation 27
17. Spelling of double nasals 31

Unit 4

Dialogue: 'How do you say....?' 32
Note: 1. Impersonal or passive of verbs 33
8. Imperative 34

15 Suppletive negative of /wɔ/ 38
17. Spatial noun compounds 39

Unit 5

Dialogue: 'At the office.' 40
Note: 1-3 /há/ and /hɔ/ 41
4. /tumí/ 41
9. Future positive 43
11. Verb object order 43
12. Sentence intonation 47
13. Stative verbs 47

Unit 6

Dialogue: 'Fufu' 48
Note: 1. /agọọ/ and /amẽe/ 49
4. Noun plurals marked by nasal prefix 49
5. Progressive positive of verbs 50
8. Reduplication of adjectives 50
10. Comparison 50
11. Verbal nouns 52
22. Spatial/possessive compound nouns 59
25. /na/, /,/, Secondary tones 59

Unit 7

Dialogue: 'Buying fish' 60
Note: 1. Auxiliary /kɔ/ 61
7. Distributive plurals 62
11. Double negative verbs 68
12. Negative progressive and future......... 68
15. /mã́/ and 'indirect' object 68
19. /pɛ/ plus verbal noun 69
21. Compound nouns 69

Unit 8

Dialogue: 'At the doctor's' 70
Note: 1. Agent nouns 71
4. Tone of object pronouns 77
5. Locative nouns 77
7. Emphatic subject pronouns 78
8. Masculine and feminine compounds 78

Unit 9

Dialogue: 'Have you gone to eat yet? 79
Note: 1: Past positive of verbs 80
2. Perfect positive of verbs 80
3. Past negative of verbs 81
3. Perfect negative of verbs 81
4. Subjunctive positive and cohortative 81
8. Third person imperative 86
9. Negative cohortative 86
13. Negative of /de̩/ 87
15. /wɔ́n nɔ̋/ as verb subject 87
17. //ŋ// 87

Unit 10

Dialogue: 'I went to Accra yesterday.' 88
Note: 2. /kɔ/ plus consecutive of purpose 89
3. /se̩/ with direct quotations 89
4. /sée̍sei̍/ and immediate present 89
5. /bɛ/ of purpose 95
9. /ná/ with past tense 96

Unit 11

Dialogue: 'An interview.' 97
Note: 1. Days of the week and personal names 103
2. Passive with third person plural 104
6. /w̌ié/ with verbal nouns 104
6. /sée̍sei̍/ with perfect, 'have just' 104

7. Indirect quotation of commands 105
8. /te̩/ and te̩ná/, permanent vs. temporary ... 105
10. Prominence of initial position 105
11. Relative /ne̩a/ 106
12. Compound nouns with /ase̩/ 106
13. Tones with verb objects 106

Unit 12

Dialogue: 'What time is it?' 107
Note: 1. Alternation of /n/ and /r/ 108
4. Special uses of /yɛ/ 108
A. Numerals 116
5. Compound numerals.......... 116
7. If clauses 116
8. /ne̩/, 'to be' 116

Unit 13

Dialogue: 'How much is this? 117
Note: 3. Colors 118
6. Contraction in time clauses 128
7. /taá/, 'do often' 128
14. Special uses of /ñyá̩/ 129

Unit 14

Dialogue: 'The telephone.' 130
Note: 2. Spelling of borrowed English words 131
6. Progressive with noun subject 139
7. Noun-high-tone-adjective compounds 139

Unit 15

Dialogue: 'The bus' 140
Note: 7. Spatial compounds and phrases 149
8. Instrumental relationships 149
9. Partitive constructions 150
11. /kɔ/ as the second verb 150

Unit 16

Dialogue: 'The filling station 151
Note: 1. 'please' 152
2. /bɛ-/ of purpose with future 153
4. /-wa/, /-ma/, /-ba/ 159
5. Derived nouns with /-e̩/ 159
6. /ná/ plus perfect 159

Unit 17

Dialogue: 'Directions to the market.' 160
Note: 6. Distributive verbs 170
8. Predicative adjectives 171

Unit 18

Dialogue: 'The cocoa farm' 172
Note: 3. Emphatic questions 173
4. Distributive /gu/ 173
5. Secondary tones 180

Unit 19

Dialogue: 'What will you do if it rains? 182
Note: 1. Plural of accompaniment 183

Unit 20

Dialogue: 'An introduction' 192
Note: 1. Taking leave 193
2. Prominent subject with /dé̩ɛ/ 200
4. Double spacial relationships 201

Glossary 202

Introduction

Twi is spoken in the southern two-thirds of Ghana, mainly between the Volta and Tano Rivers, but in the last few centuries it has spread over a larger area, especially to the west, so that there are now a large number of speakers in contiguous areas. There are about three million native speakers of Twi, plus about one million more persons who regularly use the language. All dialects of Twi are mutually intellegible; but at conversational speed and on some subjects, speakers from distant areas may have difficulty understanding one another.

The first grammar of Twi was published in Copenhagen in 1764. Missionaries began to publish in Twi in the second quarter of the nineteenth century. Akuapim Twi, spoken in the south-east was the first dialect used for Bible translation and other literature. Because of this, Akuapim Twi became the prestige dialect and is still regarded by many people as the 'real' or 'pure' Twi. Fanti Twi, spoken in the south-central area, is rather different from the other dialects and also has a fairly extensive literature. This manual uses Ashanti Twi, spoken in the central area and by far the largest dialect. The speaker on whose speech the materials are based is from the eastern part of the Ashanti area, and some differences will be noted between the speech of Kumasi, regarded as the standard, and the form used herein. An effort has been made in the footnotes to indicate such differences.

There is also the tendency to use the name of the local dialect as a name of the language, e.g., Ashanti instead of Ashanti Twi. Often Akuapim Twi and Twi are used interchangeably, a practice which speakers of other forms of Twi don't always appreciate. Because of this, an attempt is being made to substitute the name Akan for Twi. Akan is an ethnographic term referring to all the peoples of the area and consequently is not felt to favor any one group or form of the language above the others.

The Bureau of Ghana Languages has developed a common script for all the Twi dialects. The transcription system used in this manual is the standard orthography plus a number of diacritic markings to indicate tone, which is not usually written, and to make it clear how a word or segment is pronounced in cases where the student may have difficulty in interpreting the orthography. Some words have been respelled; but to indicate this, the mark ⊙ is placed before a respelled word the first time it occurs, and the regular spelling is given in a footnote. English words, which are very commonly used even when speaking about everyday affairs, have been respelled as they are pronounced in Twi unless the word is one where an attempt would be made to pronounce it in the English fashion, e.g. /univérsìty/, but /sírèn̩/, 'shilling'.

Twi, like almost all the languages spoken south of the Sahara, is a tone language. Each syllable has its own tone or pitch. It is just as important to get the correct tones as it is to get the correct vowels and consonants. There are many words that are distinguished only by their tones, e.g., /papa/ 'a palm-leaf fan' (with two low tones), /pápa/, 'good' (with two high tones), and /papá/, 'father' (with a low followed by a high tone).

Twi has three contrastive or phonemic tones: high /´/
mid /ˈ/
low /`/

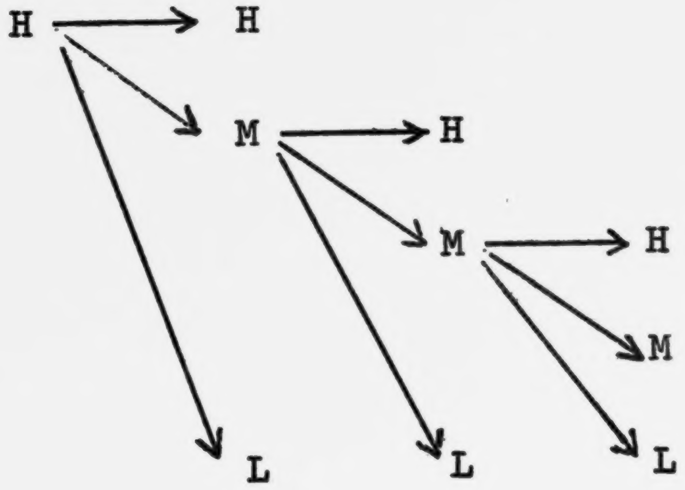
Like many West African tone systems, Twi tones are terraced, i.e., mid tone is always a downstep in absolute pitch from the preceding syllable, and there is no upstep in the sequence mid to high, but the pitch remains approximately the same. After a low tone there are two possibilities: (1) remain on approximately the same pitch, which is interpreted as low, and (2) step up to a higher level, which is interpreted as high. After a juncture, i.e., a pause, there are also only two possibilities: (1) high, or (2) low. After a high <u>or</u> a mid tone, there are three possibilities (1) remain on approximately the same pitch, which is interpreted as high; (2) step down slightly, which is interpreted as mid, and (3) step down a greater amount, which is interpreted as low.

After reaching the most prominent syllable of the sentence, usually the first high tone, the pitch level of the whole sentence gradually steps down so that a high near the end of the sentence may be lower than a low near the beginning of the sentence. A prominent syllable is usually stressed, i.e., louder than surrounding syllables

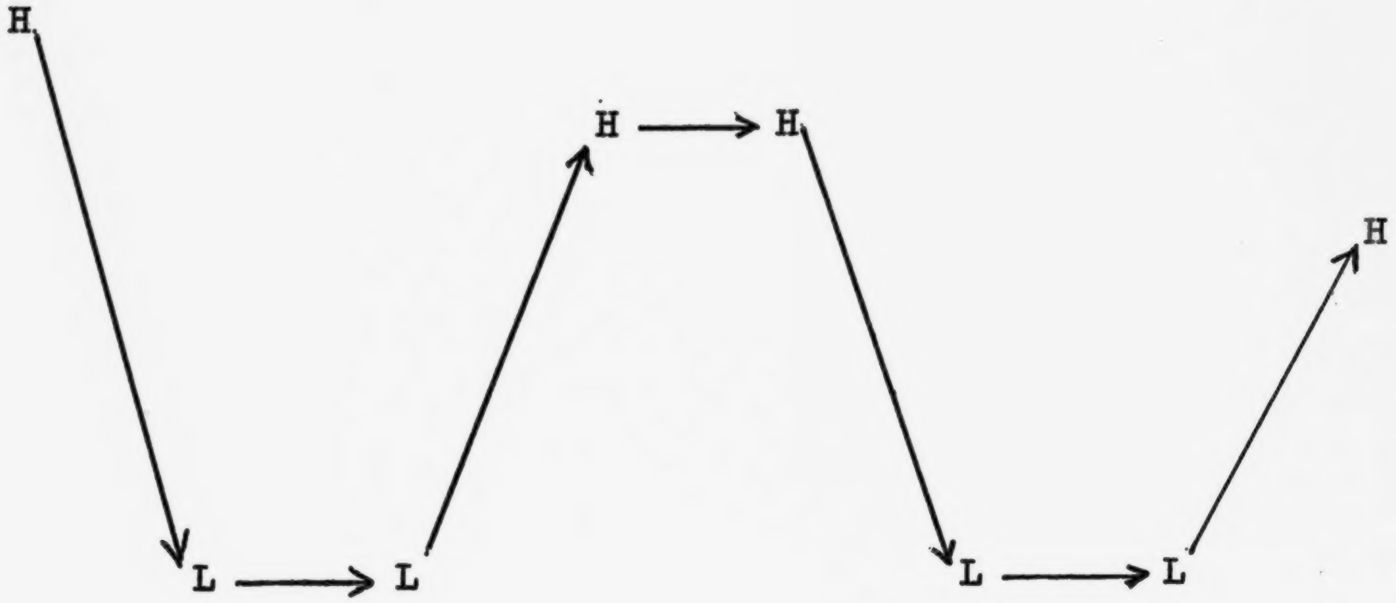
That is to say, on any one syllable in any one position in the sentence, there are at the most only three possible tones: high, mid, and low; but the absolute pitch of the syllable is limited or determined by a number of factors. The first tone in an utterance is more or less determined by the natural pitch level of the speaker's voice, and somewhat by his emotions. (See Unit 5 note 12 for explanation of statement and question intonation.)

Perhaps diagrams will make this clearer.

TONE TERRACING

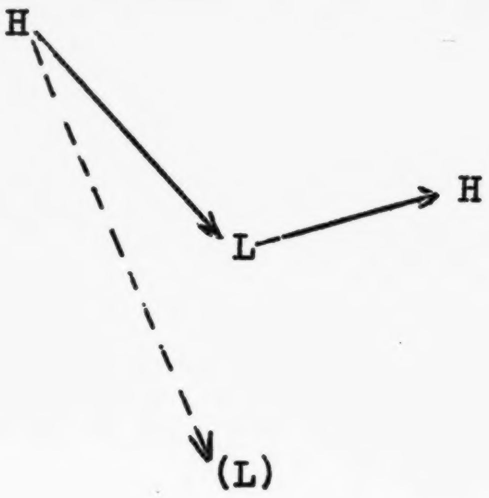


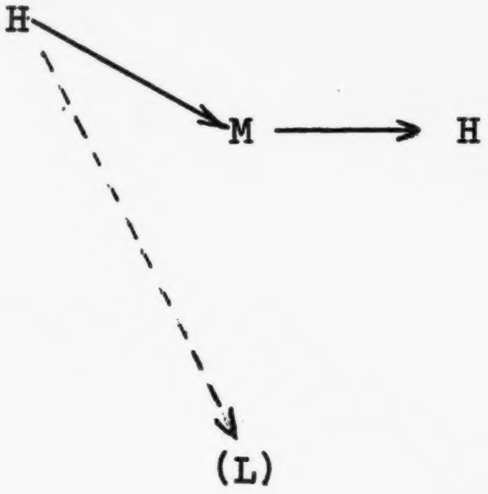
SENTENCE INTONATION



The above diagrams illustrate the pitch level of a sentence being gradually lowered by either tone terracing or sentence intonation; but in a real sentences both of these factors operate simultaneously.

A single low between two highs is higher in pitch than are two or more lows between highs. In addition, the second high of the high-low-high is lower than that of the high-low-low-high sequence. Because of this, the sequences high-low-high and high-mid-high are easily confused by the new student. Using the first two diagrams as source, compare the diagrams below.





The system for marking tones used in this manual does not mark every syllable. Unmarked initial syllables and unmarked syllables after a low tone are low. Unmarked syllables after a high or mid tone are high. Word boundaries are indicated by spaces between words, and the tone marking system begins anew after each space.

In the five column chart given below, column I gives the symbols used in this manual, column II gives those used by the ordinary orthography, column III gives the phonemes, column IV gives the phonetic symbols, and column V is an approximation of the sound using American English and French sounds for comparison.

I Symbol	II Orthography	III Phoneme	IV Phonetics	V Approximation
p	p	/p/	[p^h]	pin
t	t	/t/	[t^h, tç] [1]	tin
k	k	/k/	[k^h]	come
ky	ky	/k/	[č] [1]	chin
b	b	/b/	[b]	be
d	d	/d/	[d] [1]	do
g	g	/g/	[g]	go
gy	gy	/g/	[ǰ] [1]	gem
f	f	/f/	[f]	fee
s	s	/s/	[s]	see
h	h	/h/	[h]	hoe
hy	hy	/h/	[ç] [1]	whispered he
m	m	/m/	[m]	me
n	n	/n/	[n]	no
ṇ	n	/n/	[ŋ]	sing
ṇg	ng	/nn/	[ŋŋ]	double ŋ
ñ	n	/n/	[ɲ]	ye pronounced through the nose
ñy	ng	/n/	[ɲ] [1]	ɲ

ññy	nny	/nn/	[ɲɲ] [1]	double ɲ
ñÿ	ny	/nn/	[ɲɲ] [1]	double ɲ
ñg	ng	/n/	[ɲ] [1]	ɲ
r	r	/r/	[r,ř,ɽ]	tree, ladder
w	w	/w/	[w]	want
w̌	w	/w/	[ɥ] [1]	French luı
tw	tw	/k^{w}/	[č ɥ] [1]	simultaneous chew and w̌
dw	dw	/g^{w}/	[ǰ ɥ] [1]	simultaneous ǰump and w̌
ḍw	dw	/g/	[ǰ]	simultaneous ȷump and w
gu	gu	/g^{w}/[1],/gu/	[ǰ ^{ɥ}] [2]	Cf. dw
hw	hw	/h^{w}/	[h ^{ɥ}]	simultaneous ç and when
ṇw	nw	/nw/	[ŋŋ^{w}]	ŋ plus rounded ŋ
ñw̌	nw	/nn^{w}/	[ɲɲ^{ɥ}]	ɲ plus rounded ɲ
ñũ	nu	/n^{w}ı̃/	[ɲ^{ɥ} ı̃]	rounded ɲ plus nasalized ı
ṇh	nh	/nh/	[ŋŋ̊]	ŋ plus ŋ without voice hum
l	l	/l/ [3]	[l,r,r^{w},d]	hello
v	v	/v/ [3]	[v,f,b]	avenue
ı	ı	/ı/	[ıˆ]	beat[5]
ẹ	e	/ɪ/, /e/[4]	[ɪˆ]	bıt
e	e	/e/	[eˇ]	baıt[5]
ε	ε	/ε/	[ε]	bet
ạ	a	/æ/, /a/[4]	[æ]	bat
a	a	/a/	[ɑ]	bottle

ɔ	ɔ	/ɔ/	[ɔ]	bought
o	o	/o/	[o^]	boat[5]
ọ	o	/ʊ/, /o/[4]	[ʊ^]	book
u	u	/u/	[u^]	boot[5]
ĩ	ı,ĩ[6].	/ĩ/	[ĩ~]	nasalized ı
ẽ	e,ẽ[4].	/Ĩ/	[Ĩ^]	nasalized I
ɛ̃	ɛ,ɛ̃[4].	/ɛ̃/	[ɛ̃^]	nasalized ɛ
ạ̃	a,ã	/æ̃/	[æ^]	nasalized æ
ã	a,ã	/ã/	[ã]	nasalized a
ɔ̃	ɔ,ɔ̃[4].	/ɔ̃/	[ɔ̃]	nasalized ɔ
õ	o,õ[4].	/ũ/	[ũ^]	nasalized u
ũ	u,ũ	/ũ/	[ũ^]	nasalized u
.	.	/#/	step down in pitch on preceding syllable and pause	
,	,	/|/	pause and/or step down in pitch on the following syllable	
?	?	/||/	elevation of the whole sentence level and a steep, abrupt fall on preceding syllable.	
!	!	/X/	preceding syllable at least tripled in length	

A number of special symbols are also used as explained below.

( ) Enclosed Twi elements usually elided at conversation speed.

(' ') Literal English translation of the Twi.

/ / In the chart above, this symbol, means Twi phonemics; elsewhere, when enclosing Twi, it means the symbolization used in this grammar. When enclosing English, it means words not occurring in the Twi, but needed for clarity or accuracy of translation in English.

// // Standard Twi orthography. Spaces between words to mark word boundaries are the same as those used in the orthography except as given in the footnotes.

NOTES

1. In general, before front vowels all consonants are to a greater or lesser degree palatalized and stops affricated, but the exact distribution of allophones, especially of /n/, is quite complex.

2. In Ashanti /gu/ when followed by a vowel is pronounced like /dw/; but in Akuapim and some other dialects, it is still pronounced /gu/.

3. /l/ and /v/ are used in recent loan-words only.

4. In most dialects there is little or no contrast of /e̩/ versus /e/, /o̩/ versus /o/, /a̩/ versus /a/, /ẽ/ versus /ɛ̃/, and /õ/ versus /ɔ̃/.

5. There is no y- or w- offglide with Twi vowels in contrast to English vowels which sound somewhat the same.

6. Nasalized vowels are regularly indicated in the transcription. The ordinary orthography does not usually mark nasalized vowels. Where there is ambiguity, the nasalized vowel is sometimes marked. In the transcription, only the first vowel of a cluster of nasalized vowels is marked with /~/.

Unit I

Unit I consists of forty-eight drills of pairs of words that are distinguished by tone or consonant and vowel differences that often cause difficulty for speakers of English. On the tapes at the beginning of each drill, the two words are translated, identified as to how they differ, and said twice. Each drill is divided into two parts. In the first part, ten pairs of words are given. The student is to listen to the pairs and to tell whether the two words are same or different. Space is left on the tapes so that the student will have time to answer before the correct answer is given for verification. In the second part, ten single words are given. The student is to identify each word by its distinctive difference as explained at the beginning of each drill. Again space is left on the tape for the student to answer before verification is given.

Drill 1 - tones

he opens, low low high, ɔbaá
a woman, low high high, ɔbáa

1.	ɔbáa	lhh
2.	ɔbaá	llh
3.	ɔbáa	lhh
4.	ɔbaá	llh
5.	ɔbaá	llh
6.	ɔbáa	lhh
7.	ɔbáa	lhh
8.	ɔbáa	lhh
9.	ɔbaá	llh
10.	ɔbaá	llh

Drill 2 - vowel length

a child, short, ɔbá
a woman, long, ɔbáa

1.	ɔbá	s
2.	ɔbáa	l
3.	ɔbáa	l
4.	ɔbáa	l
5.	ɔbá	s
6.	ɔbáa	l
7.	ɔbá	s
8.	ɔbáa	l
9.	ɔbá	s
10.	ɔbá	s

Drill 3 - tones

entirely, hhh, kó̩raa
small calabash, llh, ko̩raá

1.	kó̩raa	hhh
2.	ko̩raá	llh
3.	kó̩raa	hhh
4.	ko̩raá	llh
5.	kó̩raa	hhh
6.	kó̩raa	hhh
7.	ko̩raá	llh
8.	ko̩raá	llh
9.	kó̩raa	hhh
10.	ko̩raá	llh

Drill 4 - tones

brother-in-law, lllh, akõntá
arithmetic, lhmlh akṍn̍tàá

1.	akõntá	lllh
2.	akṍn̍tàá	lhmlh
3.	akõntá	lllh
4.	akõntá	lllh
5.	akṍn̍tàá	lhmlh
6.	akṍn̍tàá	lhmlh
7.	akõntá	lllh
8.	akõntá	lllh
9.	akṍn̍tàá	lhmlh
10.	akõntá	lllh

Drill 5 - tones

good, high high, pápa
father, low high, papá

1.	pápa	hh
2.	papá	lh
3.	papá	lh
4.	pápa	hh
5.	papá	lh
6.	pápa	hh
7.	papá	lh
8.	pápa	hh
9.	papá	lh
10.	pápa	hh

Drill 6 - tones

a fan, low low, papa
good, high high, pápa

1.	papa	ll
2.	pápa	hh
3.	pápa	hh
4.	papa	ll
5.	pápa	hh
6.	papa	ll
7.	papa	ll
8.	pápa	hh
9.	papa	ll
10.	pápa	hh

Drill 7 - tones

a fan, low low, papa
father, low high, papá

1.	papa	ll
2.	papá	lh
3.	papá	lh
4.	papa	ll
5.	papá	lh
6.	papá	lh
7.	papa	ll
8.	papa	ll
9.	papá	lh
10.	papa	ll

Drill 8 - vowel length

a fan, short, papa
to pat, long, paapaa

1.	papa	s
2.	paapaa	l
3.	paapaa	l
4.	papa	s
5.	paapaa	l
6.	papa	s
7.	papa	s
8.	paapaa	l
9.	papa	s
10.	paapaa	l

Drill 9 - tones and length

male twin, low high, atá
female twin, low low high, ataá

1.	atá	lh
2.	ataá	llh
3.	atá	lh
4.	ataá	llh
5.	ataá	llh
6.	atá	lh
7.	atá	lh
8.	ataá	llh
9.	atá	lh
10.	ataá	llh

Drill 10 - tones

to speak, low low, kasa
a language, high mid, kása̍

1.	kása̍	hm
2.	kasa	ll
3.	kása̍	hm
4.	kása̍	hm
5.	kasa	ll
6.	kása̍	hm
7.	kása̍	hm
8.	kasa	ll
9.	kása̍	hm
10.	kása̍	hm

Drill 11 - tones

it is different, lll, εsọnọ
elephant, lhh, εsọ́nọ

1.	εsọ́nọ	lhh
2.	εsọnọ	lll
3.	εsọ́nọ	lhh
4.	εsọnọ	lll
5.	εsọ́nọ	lhh
6.	εsọ́nọ	lhh
7.	εsọnọ	lll
8.	εsọnọ	lll
9.	εsọ́nọ	lhh
10.	εsọnọ	lll

Drill 12 - tones

to hold, seize, low low, fuạ
single, one, low high, fuạ́

1.	fuạ	ll
2.	fuạ́	lh
3.	fuạ́	lh
4.	fuạ	ll
5.	fuạ	ll
6.	fuạ́	lh
7.	fuạ	ll
8.	fuạ́	lh
9.	fuạ́	lh
10.	fuạ́	lh

Drill 13 - tones

white, high high high, fúfuo
fufu, low high high, fufúo

1.	fúfuo	hhh
2.	fúfuo	hhh
3.	fufúo	lhh
4.	fúfuo	hhh
5.	fufúo	lhh
6.	fufúo	lhh
7.	fúfuo	hhh
8.	fufúo	lhh
9.	fufúo	lhh
10.	fúfuo	hhh

Drill 14 - tones

to tell a lie, low high, bọá
to help, low low, bọa

1.	bọa	ll
2.	bọa	ll
3.	bọá	lh
4.	bọa	ll
5.	bọá	lh
6.	bọá	lh
7.	bọa	ll
8.	bọá	lh
9.	bọá	lh
10.	bọa	ll

Drill 15 - vowel length

something, long, hwẹẹ
to beat, short, hwẹ́

1.	hwẹ́	s
2.	hwẹ́	s
3.	hwẹẹ	l
4.	hwẹ́	s
5.	hwẹẹ	l
6.	hwẹẹ	l
7.	hwẹ́	s
8.	hwẹẹ	l
9.	hwẹ́	s
10.	hwẹ́	s

Drill 16 - nasal vowel

to take, oral, fa
to be hoarse, nasal, fã

1.	fa	o
2.	fa	o
3.	fã	n
4.	fã	n
5.	fa	o
6.	fã	n
7.	fa	o
8.	fa	o
9.	fã	n
10.	fã	n

Drill 17 - nasal vowel

hand, oral, nsá
palm wine, nasal, nsã́

1.	nsá	o
2.	nsã́	n
3.	nsã́	n
4.	nsá	o
5.	nsã́	n
6.	nsá	o
7.	nsá	o
8.	nsã́	n
9.	nsá	o
10.	nsá	o

Drill 18 - vowel length

to be hoarse, short, fã
tottering, long, fãa

1.	fã	s
2.	fãa	l
3.	fãa	l
4.	fã	s
5.	fã	s
6.	fãa	l
7.	fã	s
8.	fãa	l
9.	fã	s
10.	fã	s

Drill 19 - nasal vowel

to dip, oral, sa
to lie along, nasal, sã

1.	sa	o
2.	sa	o
3.	sã	n
4.	sa	o
5.	sã	n
6.	sã	n
7.	sa	o
8.	sã	n
9.	sã	n
10.	sa	o

Drill 20 - vowel before /r/

to mix, e̩, fé̩rà
to put on native dress, u, fura

1.	fé̩rà	e̩
2.	fé̩rà	e̩
3.	fura	u
4.	fé̩rà	e̩
5.	fura	u
6.	fura	u
7.	fé̩rà	e̩
8.	fura	u
9.	fé̩rà	e̩
10.	fura	u

Drill 21 - tones

to thatch, low low, kuru
a sore, high high, kúru

1.	kuru	ll
2.	kuru	ll
3.	kúru	hh
4.	kuru	ll
5.	kúru	hh
6.	kúru	hh
7.	kuru	ll
8.	kúru	hh
9.	kúru	hh
10.	kuru	ll

Drill 22 - vowel before /r/

to leave, ẹ, kẹ́rà
to grasp, u, kura

1.	kẹ́rà	ẹ
2.	kura	u
3.	kẹ́rà	ẹ
4.	kura	u
5.	kura	u
6.	kẹ́rà	ẹ
7.	kẹ́rà	ẹ
8.	kura	u
9.	kẹ́rà	ẹ
10.	kura	u

Drill 23 - tones

co-wife, high low, kọ́rà
to hide, low low, kọra

1.	kọ́rà	hl
2.	kọ́rà	hl
3.	kọra	ll
4.	kọ́rà	hl
5.	kọra	ll
6.	kọra	ll
7.	kọ́rà	hl
8.	kọra	ll
9.	kọra	ll
10.	kọ́rà	hl

Drill 24 - tones

soul, high mid, kẹ́ra̍
to leave, high low, kẹ́rà

1.	kẹ́ra̍	hm
2.	kẹ́rà	hl
3.	kẹ́rà	hl
4.	kẹ́ra̍	hm
5.	kẹ́rà	hl
6.	kẹ́ra̍	hm
7.	kẹ́ra̍	hm
8.	kẹ́rà	hl
9.	kẹ́ra̍	hm
10.	kẹ́rà	hl

Drill 25 - fricatives

like, as, s, sɛ (alveolar)
insert, hy, hyɛ (palatal)

1.	sɛ	s
2.	sɛ	s
3.	hyɛ	hy
4.	hyɛ	hy
5.	sɛ	s
6.	hyɛ	hy
7.	sɛ	s
8.	hyɛ	hy
9.	hyɛ	hy
10.	sɛ	s

Drill 26 - palatal affricates

to cut up, voiced, dwą
to cut, voiceless, twą

1.	dwą	vd
2.	twą	vl
3.	twą	vl
4.	dwą	vd
5.	twą	vl
6.	dwą	vd
7.	dwą	vd
8.	twą	vl
9.	dwą	vd
10.	dwą	vd

Drill 27 - vowel before /r/

to tie up, bind, ę, dwęrę
to crush, mash, ɛ, dwɛrę

1.	dwęrę	ę
2.	dwęrę	ę
3.	dwɛrę	ɛ
4.	dwɛrę	ɛ
5.	dwęrę	ę
6.	dwɛrę	ɛ
7.	dwęrę	ę
8.	dwɛrę	ɛ
9.	dwɛrę	ɛ
10.	dwęrę	ę

Drill 28 - ñ after nasal vowel

to lie along, without ñ, sã
to return, with ñ, są̃́ñ

1.	sã	ṽ
2.	są̃́ñ	ṽñ
3.	sã	ṽ
4.	są̃́ñ	ṽñ
5.	sã	ṽ
6.	sã	ṽ
7.	są̃́ñ	ṽñ
8.	są̃́ñ	ṽñ
9.	sã	ṽ
10.	sã	ṽ

Drill 29 - tones

a snake, low high, ɔwɔ́
he has, low low, ɔwɔ

1.	ɔwɔ́	lh
2.	ɔwɔ	ll
3.	ɔwɔ	ll
4.	ɔwɔ́	lh
5.	ɔwɔ́	lh
6.	ɔwɔ	ll
7,	ɔwɔ́	lh
8.	ɔwɔ	ll
9.	ɔwɔ	ll
10.	ɔwɔ́	lh

Drill 30 - tones

I don't buy, llh, mẽntɔ́
I wouldn't buy, hlh, mẽ́ǹtɔ́

1.	mẽntɔ́	llh
2.	mẽntɔ́	llh
3.	mẽ́ǹtɔ́	hlh
4.	mẽntɔ́	llh
5.	mẽ́ǹtɔ́	hlh
6.	mẽ́ǹtɔ́	hlh
7.	mẽntɔ́	llh
8.	mẽ́ǹtɔ́	hlh
9.	mẽntɔ́	llh
10.	mẽntɔ́	llh

Drill 31 - tones

that I may buy, hhh, mẽ́ntɔ
I wouldn't buy, hlh, mẽ́ǹtɔ́

1.	mẽ́ntɔ	hhh
2.	mẽ́ǹtɔ́	hlh
3.	mẽ́ntɔ	hhh
4.	mẽ́ǹtɔ́	hlh
5.	mẽ́ǹtɔ́	hlh
6.	mẽ́ǹtɔ́	hlh
7.	mẽ́ntɔ	hhh
8.	mẽ́ntɔ	hhh
9.	mẽ́ǹtɔ́	hlh
10.	mẽ́ǹtɔ́	hlh

Drill 32 - tones

that I may buy, hhh, mẽ́ntɔ
I don't buy, llh, mẽntɔ́

1.	mẽntɔ	hhh
2.	mẽntɔ́	llh
3.	mẽntɔ́	llh
4.	mẽ́ntɔ	hhh
5.	mẽ́ntɔ	hhh
6.	mẽntɔ́	llh
7.	mẽntɔ́	llh
8.	mẽ́ntɔ	hhh
9.	mẽntɔ́	llh
10.	mẽ́ntɔ	hhh

Drill 33 - statement and question

that I may buy, statement, mẽ́ntɔ.
Should I buy, question, mẽ́ntɔ?

1.	mẽ́ntɔ?	q
2.	mẽ́ntɔ	s
3.	mẽ́ntɔ	s
4.	mẽntɔ?	q
5.	mẽ́ntɔ	s
6.	mẽ́ntɔ?	q
7.	mẽ́ntɔ	s
8.	mẽ́ntɔ	s
9.	mẽntɔ?	q
10.	mẽ́ntɔ?	q

Drill 34 - tones

a girl, lhhh, abáawa
a servant girl, lllh, abaawá

1.	abaawá	lllh
2.	abaawá	lllh
3.	abáawa	lhhh
4.	abáawa	lhhh
5.	abáawa	lhhh
6.	abaawá	lllh
7.	abáawa	lhhh
8.	abaawá	lllh
9.	abáawa	lhhh
10.	abaawá	lllh

Drill 35 - tones and length

mouse, llh, a̩kurá
village, lllh, a̩kuraá

1.	a̩kurá	llh
2.	a̩kuraá	lllh
3.	a̩kurá	llh
4.	a̩kurá	llh
5.	a̩kuraá	lllh
6.	a̩kuraá	lllh
7.	a̩kurá	llh
8.	a̩kuraá	lllh
9.	a̩kuraá	lllh
10.	a̩kurá	llh

Drill 36 - tones

already, lll, deda̩w
an old thing, hll, dédà̩w

1.	deda̩w	lll
2.	deda̩w	lll
3.	deda̩w	lll
4.	dédà̩w	hll
5.	deda̩w	lll
6.	dédà̩w	hll
7.	dédà̩w	hll
8.	dédà̩w	hll
9.	deda̩w	lll
10.	dédà̩w	hll

Drill 37 - tones

an agreement, llh, mmɔ̃ḿ
rather, hlh, ḿmɔ̃̀ḿ

1.	mmɔ̃ḿ	llh
2.	ḿmɔ̃̀ḿ	hlh
3.	mmɔ̃ḿ	llh
4.	ḿmɔ̃̀ḿ	hlh
5.	ḿmɔ̃̀ḿ	hlh
6.	mmɔ̃ḿ	llh
7.	mmɔ̃ḿ	llh
8.	ḿmɔ̃̀ḿ	hlh
9.	mmɔ̃ḿ	llh
10.	mmɔ̃ḿ	llh

Drill 39 - nasals

palm oil, velar, ŋ̩g, ŋ̩gɔ̃́
it, alveolar, ɛn, ɛnɔ̃́

1.	ŋ̩gɔ̃́	v
2.	ŋ̩gɔ̃́	v
3.	ɛnɔ̃́	a
4.	ŋ̩gɔ̃́	v
5.	ɛnɔ̃́	a
6.	ɛnɔ̃́	a
7.	ŋ̩gɔ̃́	v
8.	ɛnɔ̃́	a
9.	ŋ̩gɔ̃́	v
10.	ɛnɔ̃́	a

Drill 38 - tones

a bear, high high, sísi
to cheat, low low, sisi

1.	sísi	hh
2.	sísi	hh
3.	sisi	ll
4.	sísi	hh
5.	sisi	ll
6.	sísi	hh
7.	sisi	ll
8.	sisi	ll
9.	sísi	hh
10.	sísi	hh

Drill 40 - nasal length

to blow a musical instrument, short, hyɛ́ñ
bright, long, hyɛŋ̩ŋ̩

1.	hyɛ́ñ	s
2.	hyɛ́ñ	s
3.	hyɛŋ̩ŋ̩	l
4.	hyɛŋ̩ŋ̩	l
5.	hyɛ́ñ	s
6.	hyɛŋ̩ŋ̩	l
7.	hyɛ́ñ	s
8.	hyɛŋ̩ŋ̩	l
9.	hyɛŋ̩ŋ̩	l
10.	hyɛ́ñ	s

Drill 41 - tones

to dedicate, low low, mɔ̃mã
forrid, high high, m̩ɔ̃́ma

1.	mɔ̃mã	ll
2.	mɔ̃mã	ll
3.	mɔ̃́mã	hh
4.	mɔ̃́mã	hh
5.	mɔ̃mã	ll
6.	mɔ̃́mã	hh
7.	mɔ̃́mã	hh
8.	mɔ̃mã	ll
9.	mɔ̃́mã	hh
10.	mɔ̃mã	ll

Drill 42 - tones

car, high low, káà
ring, low high kaá

1.	kaá	lh
2.	káà	hl
3.	kaá	lh
4.	káà	hl
5.	káà	hl
6.	kaá	lh
7.	kaá	lh
8.	káà	hl
9.	kaá	lh
10.	káà	hl

Drill 43 - nasal and oral vowels

don't wave, nasal, ññyá̩̃m
don't grind, oral, ñyám

1.	ññyá̩̃m	n
2.	ññyá̩̃m	n
3.	ñyám	o
4.	ññyá̩̃m	n
5.	ñyám	o
6.	ñyám	o
7.	ññyá̩̃m	n
8.	ñyám	o
9.	ññyá̩̃m	n
10.	ñyám	o

Drill 44 - tones

wave, high, ñyá̩̃m
don't wave, low high, ññyá̩̃m

1.	ñyá̩̃m	h
2.	ññyá̩̃m	lh
3.	ñyá̩̃m	h
4.	ñyá̩̃m	h
5.	ññyá̩̃m	lh
6.	ññyá̩̃m	lh
7.	ñyá̩̃m	h
8.	ññyá̩̃m	lh
9.	ññyá̩̃m	lh
10.	ñyá̩̃m	h

Drıll 45 - tones

he has gone, lh, wakɔ́
you have gone, hh, wákɔ

1.	wákɔ	hh
2.	wákɔ	hh
3.	wákɔ	hh
4.	wakɔ́	lh
5.	wakɔ́	lh
6.	wákɔ	hh
7.	wakɔ́	lh
8.	wákɔ	hh
9.	wákɔ	hh
10.	wákɔ	hh

Drıll 46 - tones

he dıdn't come, llh, wammá
you dıdn't come, hlh, wám̀má

1.	wammá	llh
2.	wám̀má	hlh
3.	wammá	llh
4.	wammá	llh
5.	wám̀má	hlh
6.	wammá	llh
7.	wám̀má	hlh
8.	wám̀má	hlh
9.	wammá	llh
10.	wammá	llh

Drıll 47 - tones

Accra, llll, N̩kẹrãñ
black ant, lhhh, n̩kẹ́rãñ

1.	N̩kẹrãñ	llll
2.	n̩kẹ́rãñ	lhhh
3.	N̩kẹrãñ	llll
4.	n̩kẹ́rãñ	lhhh
5.	n̩kẹ́rãñ	lhhh
6.	N̩kẹrãñ	llll
7.	n̩kẹ́rãñ	lhhh
8.	n̩kẹ́rãñ	lhhh
9.	N̩kẹrãñ	llll
10.	n̩kẹ́rãñ	lhhh

Drıll 48 - tones

here I am, hhh, mĩ́nnı
I don't have, llh, mĩnní

1.	mĩnní	llh
2.	mĩnní	llh
3.	mĩ́nnı	hhh
4.	mĩ́nnı	hhh
5.	mĩnní	llh
6.	mĩnní	llh
7.	mĩ́nnı	hhh
8.	mĩ́nnı	hhh
9.	mĩnní	llh
10.	mĩ́nnı	hhh

Unit 2

Basic Dialogue

-A-

	mã	to give, present; cause let; for, on behalf of
	akyẽ́	a becoming clear or visible, a coming-forth
1	⊖Mã akyẽ́	Good morning. ('/I/ bid /you/ dawning.')

-B-

	yaa	a response to greetings
	oñũá̩ (ñũ̀a̩) (pl. a̩-nõm)	brother, sister
2	Ya̩a̩ ñũá̩.	Yes, brother.

-A-

	wó̩, wo̩, w-, wú, wu	your (sg.)
	ɛhṍ	the whole body; exterior; at, by, near
	te̩	to perceive, feel, hear; live, dwell; speak a language
	⊖sɛ̃́ñ	what, how
3	Wo̩ hṍ te̩ sɛ̃́ñ?	How are you?

-B-

	mẽ, mĩ, m-, mẽ́, mĩ́	my
	⊖yɛ	to be, become; do, make; amount to; seem; be in good condition

4	Mẽ hṍ yɛ.	I'm fine.
	na	and, but
	ńsọ	also, too
5	Na wọ ńsọ, wọ hṍ tẹ sɛ̃́ñ?	And you, how are you?
	-A-	
6	Mẽ hṍ yɛ.	I'm fine.
	ofíe (fìe) (pl. e-)	home, house
7	Ofíe tẹ sɛ̃́n?	How is everything at home?
	-B-	
	°dẹɛ	to have, possess; be, be in a state of; continue, keep on; cause, make
	bɔkɔɔ	soft, tender, cheap
8	Ofíe dẹɛ bɔkɔɔ.	Everything is fine at home. ('Home is /in a state of/soft.')

Notes

1. /Mã akyẽ́/ is usually //maakye//.

2. /ñũạ́/ means either brother or sister, but it is used in greetings as a matter of politeness. /Yạạ ñũạ́/ is a customary way of acknowledging a greeting; it could be just as well translated, 'thank you' or 'good morning'. This response is used by persons of about the same age and social status.

3. /yaa ñũạ́/ is yạạ ñũạ́/. See vowel harmony rules below. /u/ followed by /ạ/ is similar to the French semi-vowel 'u', e.g., /ñũạ́/.

4. /sɛ́ñ/ is Ashanti Twi. /ɛdɛ́ṇ/ or /dɛ́ṇ/ is Akuapim Twi. In 1961 the Bureau of Ghana Languages issued Language Guide's for the various Twi dialects with the recommended spellings. Since most Twi texts printed before this time are based on Akuapim, it is necessary to know the forms for both dialects.

5. /yɛ/ 'to be in good condition', is /yẹ́/ in Akuapim.

6. Many words that end in a single vowel in Akuapim have a diphthong in Ashanti:

	Akuapim	Ashanti
house	ofí	ofíe
thing	odẹ́	adéɛ
fufu	fufú	fufúo
caretaker	ɔhwɛ́fọ	ɔhwɛ́fọɔ

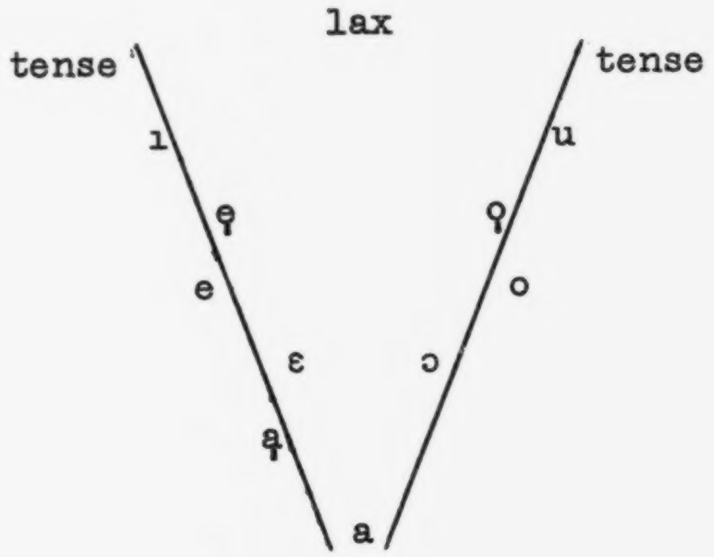
7. The noun prefixes /ɔ, o, ɛ, e/ are usually omitted if they are not with the first word in the sentence, e.g., /Yạạ nṹạ/. Other noun prefixes aren't usually omitted.

8. It is necessary to use /hṍ/ when asking concerning one's health or physical condition. If /hṍ/ is not used, one is asking for a description, e.g., /Wọ yẹ́rẹ tẹ sɛ́ñ/, 'What kind of wife do you have?' i.e., tall, fat, dark-haired, etc.

9. There are two series of vowels in Twi or Akan: a tense or outer series, and a lax or inner series.

Tense series:	i	e	ạ	o	u
Lax series:	ẹ	ɛ	a	ɔ	ọ

The relationship of the two series is perhaps more easily seen in a vowel triangle diagram.



There are lımıtatıons as to whıch vowels can precede or follow certaın other vowels. These lımıtatıons are called vowel harmony.

Vowel harmony rules.

I. Lax vowels followed by /ı/, /a̩/, or /u/ are replaced by the next hıghest (see vowel trıangle dıagram) vowel ın the tense serıes:

e̩	ıs replaced by	ı
ɛ		e
a		a̩
ɔ		o
o̩		u

II. After /a/, /ɛ/, or /ɔ/, /e/ and /o/ are replaced by the next hıghest vowel ın the lax serıes:

e	ıs replaced by	e̩
o		o̩

III. Rule I takes precedence over Rule II.

IV All contiguous vowels are in the same series. If there is a tense vowel in a diphthong, all the vowels of the diphthong will be of the tense series.

10. The vowels of subject and possessive pronouns are determined by vowel harmony. Notice the underlined vowels:

mẽ̱yɛ	I am	yɛ̱yɛ	we are
wó̱̟yɛ̀	you (sg.) are	mṍ̱yɛ̀	you (pl.) are
ɔ̱yɛ	he, she, it is	wɔ̱yɛ	they are
ɛ̱yɛ	it is	ɛ̱yɛ	they are
mĩ̱hu	I see	ye̱hũ	we see
wú̱hũ̀	you (sg.) see	mṹ̱hũ̀	you (pl.) see
o̱hũ	he, she, it sees	wo̱hũ	they see

The third person singular /ɔ- ~o-/ often translates 'it' when referring to animals.

The third person impersonal prefix /ɛ-~e-/ is always used for inanimates (including ghosts), but it is occasionally used when referring to animals in a general way.

mẽ̱ bá	my child	yɛ̱ bá	our child
wo̱̟ bá	your (sg.) child	mṍ̱ bá	your (pl.) child
nẽ̱ bá	his, her, its child	wɔ́n nṍ̱ bá	their child
mĩ̱́ ñũ̍a̩	my brother	yé̱ ñũ̍a̩	our brother
wú̱ ñũ̍a̩	your (sg.) brother	mṹ̱ ñũ̍a̩	your (pl.) brother
nĩ̱ ñũ̍a̩	his, her, its brother	wɔ́n nṹ ñũ̍a̩	their brother

In the new orthography, vowel harmony is never indicated in the possessive pronouns, e.g., /mĩ́ ñũ̍a̩/ is //me nua//. But some texts printed before the latest spelling revision do have //mi nua//.

/wɔ́n nố/ has an alternate form /wɔŋ/ and is // wɔn//.

/yɛ/ has an alternate form /yɛŋ/. Compare Unit 9 note 15.

The final consonant of /yɛŋ/ and /wɔŋ/ is homorganic with the following consonant. See notes eleven and twelve of lesson three. Compare Unit 3, notes 11 and 12.

11. The tone pattern of some nouns differs when preceeded by a possessive pronoun from the pattern of the non-possessed form, e.g., /ñũą́/, 'brother', and /mî́ ñũ̍ą/, 'my brother'. If the tones of the possessed form are different, the possessed form is given in parentheses when the word first appears in the lessons, e.g., /okúnu/, 'husband' (ku̍nu). When the possessed noun has a high tone on the first syllable, the possessive pronoun is low; otherwise, the possessive pronoun is high. See also notes 14 and 15.

12. There are a number of ways of marking the plural of nouns. If the plural form is not the same as the singular, the plural prefix and/or suffix is listed in parentheses with the designation 'pl.' when the word first occurs. The plural of /okúnu/ is /okúnunố̃m/. It appears as /okúnu/ (ku̍nu) (pl. -nốm). If the plural is irregular, the entire form is given. If there is more than one plural, the most common plural is given. A hyphen /-/ after a form means the form is a prefix; a hyphen before a form means it is a suffix. Some plurals have both a prefix and a suffix.

New words in the drills.

ɔbá (pl. m-)	child, young one
ɔyę́rę (pl. -nốm)	wife
papá (pl. -nốm)	father
mãamế (pl. -nốm)	mother
okúnu (ku̍nu) (pl. -nốm)	husband

13. Note that /mbá/ is /mmá/. Compare Unit 3 note 12.

14. In part of the exercises in this manual, the student is asked to replace or insert a word or phrase in a previous utterance. The tutor gives a sentence. The student repeats. The tutor gives the word or phrase, which is underlined in the next sentence. The student fits it into the previous utterance.

Example:

Tutor: Wǫ hő tę sẽ̋ñ?

Student: Wǫ hő tę sẽ̋ñ?

Tutor: Nẽ hő.

Student: Nẽ hő tę sẽ̋ñ?

Lexical Drill A

1.	Wǫ hő tę sẽ̋ñ?	How are you?
2.	Nẽ hő tę sẽ̋ñ?	How is he?
3.	Mő hő tę sẽ̋ñ?	How are you (pl.)?
4.	Woņ hő tę sẽ̋ñ?	How are they?
5.	Wǫ bá hő tę sẽ̋ñ?	How is your child?
6.	Wǫ yę́rę hő tę sẽ̋ñ?	How is your wife?
7.	Wǫ́ papá hő tę sẽ̋ñ?	How is your father?
8.	Wǫ́ mãamẽ̋ hő tę sẽ̋ñ?	How is your mother?
9.	Wú ñ̋úą hő tę sẽ̋ñ?	How is your brother?
10.	Wų́ ku̍nu hő tę sẽ̋ñ?	How is your husband?

Lexical Drill B

1.	Mẽ hṍ yɛ.	I am fine.
2.	Nẹ̃ hṍ yɛ.	He is fine.
3.	Yɛ hṍ yɛ.	We are fine.
4.	Wɔn̩ hṍ yɛ.	They are fine.
5.	Mẹ̃ bá hṍ yɛ.	My child is fine.
6.	Mẽ yẹ́rẹ hṍ yɛ.	My wife is fine.
7.	Mẹ̃́ papá hṍ yɛ.	My father is fine.
8.	Mẹ̃́ mãamẽ́ hṍ yɛ.	My mother is fine.
9.	Mĩ́ ñ́ũ̍ą hṍ yɛ.	My brother is fine.
10.	Mĩ́ ku̍nu hṍ yɛ.	My husband is fine.

Lexical Drill C

1.	Ɔyɛ nẹ̃́ mãamẽ́.	She is his mother.
2.	Ɔyɛ nẹ̃́ papá.	He is his father.
3.	Mẹ̃yɛ nẹ̃́ papá.	I am his father.
4.	Mẽyɛ nĩ́ ñ́ũ̍ą.	I am his brother.
5.	Wọ́yɛ̀ nĩ́ ñ́ũ̍ą.	You are her brother.
6.	Wọ́yɛ̀ nẹ̃ bá.	You are her child.
7.	Ɔyɛ nẹ̃ bá.	She is his child.
8.	Ɔyɛ nẹ̃ yẹ́rẹ.	She is his wife.
9.	Ɔyɛ nĩ́ ku̍nu.	He is her husband.
10.	Mẹ̃yɛ nĩ́ ku̍nu.	I am her husband.

Lexical Drill D

1.	Yɛyɛ nẽ mmá.	We are his children.
2.	Mṍyɛ̀ nẽ mmá.	You are his children.
3.	Mṍyɛ̀ nĩ́ mũ̍ạnõm.	You are his brothers and sisters.
4.	Wɔyɛ nĩ́ ñũ̍ạnõm.	They are her brothers.
5.	Wɔyɛ nẽ yẹ́rẹnõm.	They are his wives.
6.	Yɛyɛ nẹ̃ yẹ́rẹnõm.	We are his wives.
7.	Yɛyɛ wɔ́n nṹ ku̍nunõm.	We are their husbands.
8.	Mṍyɛ̀ wɔ́n nṹ ku̍nunõm.	You (pl.) are their husbands.
9.	Mṍyɛ̀ yɛ́ papánõm.	You (pl.) are our fathers.
10.	Wɔyɛ yɛ́ papánọ̃m.	They are our fathers

Lexical Drill E

1.	Wɔyɛ mĩ́ ñũ̍ạnõm.	They are my sisters.
2.	Wɔyɛ wú ñũ̍ạnọ̃m.	They are your sisters.
3.	Yɛyɛ wú ñũ̍ạnõm.	We are your brothers and sisters.
4.	Yɛyɛ wɔ́n nṹ ñũ̍ạnõm.	We are their brothers.
5.	Yɛyɛ wɔ́n nṍ mmá.	We are their children.
6.	Mṍyɛ̀ wɔ́n nṍ mmá.	You are their children.
7.	Mṍyɛ̀ nẽ́ mmá.	You are his children.
8.	Mṍyɛ̀ nẹ̃ yẹ́rẹnõm.	You are his wives.
9.	Mṍyɛ̀ yɛ yẹ́rẹnõm.	You are our wives.
10.	Wɔyɛ yɛ yẹ́rẹnõm.	They are our wives.

Lexical Drill F

1.	Wɔyɛ mɛ̃ mmá.	They are my children.
2.	Wɔyɛ yɛ mmá.	They are our children.
3.	Mṍyɛ̀ yɛ mmá.	You are our children.
4.	Mṍyɛ̀ wɔ́n nṍ mmá.	You are their children.
5.	Yɛyɛ wɔ́n nṍ mmá.	We are their children.
6.	Yɛyɛ mõ mmá.	We are your (pl.) children.
7.	Wɔyɛ mõ mmá.	They are your (pl.) children.
8.	Wɔyɛ wǫ mmá.	They are your (sg.) children.
9.	Yɛyɛ wǫ mmá.	We are your (sg.) children.
10.	Yɛyɛ nẽ mmá.	We are her children.

14. Nouns with a low nasal prefix in the possessed form have a low-tone pronoun possessor, e.g., /mɛ̃ mmá/, 'my child'.

15. When followed by a low tone, /wɔ́n nṍ/ is sometimes /wɔ́n nõ̀/.

Unıt 3

Basıc Dıalogue

-A-

	ɛdạ́ (pl. n-)	day
	ḍwọ	to cool, be cool
	anaḍwọ́	nıght
1	⊖Mã aḍwọ́.	Good evenıng.

-B-

	owúrà (wurà) (pl. ạwúrànṍm)	sır, mıster, owner
2	Yạạ owúrà.	Yes sır.

-A-

	⊖Twíì	the Akan or Twı language
	⊖anã́a	or, a questıon marker
3	Wọ́tẹ̀ Twíì anñ́a?	Do you speak Twı? ('You hear Twı or?')

-B-

	⊖ạ̃́ạ̀ñ, ã́ànẽ́, ẽ́è	yes
4	Ạ̃́ạ̀ñ, mẽtẹ Twíì.	Yes, I speak Twı.

-A-

	Bọrɔfọ́	Englısh
5	Wọ́tẹ̀ Bọrɔfọ́ anã́a?	Do you speak Englısh?

-B-

	⊙dąąbí, dąbí	no, never
	m-, n-, ñ-, ŋ-	not
6	Dąąbí, mẽntę́ Bǫrɔfǫ́.	No, I don't speak English.

-A-

	kã́	to speak, say, talk
	wɔ	to be at; have, own
7	Wǫ́kã Twíì ⊙wo fíe anã́a?	Do you speak Twi at home? ('You speak Twi is at home or?')

-B-

8	Ą̃́ą̀ñ, mę̃kã́ Twíì wo fíe.	Yes, I speak Twi at home.

Notes

1. /owúrà/ is more polite than /oñũą́/ and is used for an older man or one in a higher social status. The feminine form is /ąwuraá/, madam, lady, landlady, mistress, miss, and does not indicate marital state.

2. /anã́a/ is //ana// or //anaa//.

3. /tę/ means to possess both understanding and speaking ability in a language. /kã́/ means to speak in a particular language at a particular time.

4. /Twíì/ is //Twi//.

5. /Bǫrɔfǫ́/ means 'the language of the Europeans', but English will be understood if another language is not specified, e.g., /Faransę́ɛ Bǫrɔfǫ́/, 'French'.

6. Pay special attention to the short vowels between a consonant and /r/, as in /Bo̩rɔfó̩/. There are no clusters of a consonant plus /r/. It may be difficult for the student to tell which vowel is present. /e̩/ is probably the most difficult vowel to hear between a consonant and /r/, e.g., /ké̩ra̍/, 'soul'. Many of these short vowels, especially /e̩/, are not indicated in the orthography.

7. Before /i/ and /u/, /ɔ/ is /o/, e.g., /wɔ fíe/ is /wo fíe/ at conversation speed. In slow speech or if there is a pause between /wɔ/ and /fíe/, /wɔ/ is not replaced by /wo/. Vowel harmony across word boundaries is not indicated in the orthography. Also note the examples of /wɔ/ in lexical drill A.

8. /wɔ/ is a verb and means to be located at a given place. Twi has many constructions of the type: subject plus verb plus object plus verb plus or minus object, e.g., /Wó̩kã Twíì wo fíe anáa?/.

9. /kúro/ is //kurow//.

10. /mú/ is very often /m̀/, e.g., /kúro mú/ is very often /kúrom̀/ and is //kurow mu// or //kurow m'//.

11. A negative verb is formed by prefixing a low-toned nasal to the verb stem plus a high tone on the last syllable. The nasal is homorganic with the following consonant of the verb stem, i.e., it is made or articulated in the same position as the following consonant:

m	before	m, p, b, f
n		n, w, t, d, s
ŋ		ŋ, k, g, h
ñ		ñ, y, w̌, ky, tw, gy, dw, hy, hw

(Some verbs with secondary tones have a high-toned negative prefix. See Unit 18, note 5.)

12. Combınatıons of nasal plus homorganıc voıced stop do not occur. Thıs combınatıon ıs replaced by a long or gemınate (double) nasal:

mb ıs replaced by mm
nd nn
ñgy ññ, ı.e., /ññy or ñỹ/
ŋ̩g ŋ̩ŋ̩, ı.e., /ŋ̩g/

See also note 17.

13. Vowel harmony doesn't usually operate across a nasal plus another consonant: /mẽhũ/ ıs replaced by /mĩhũ/, but /mẽnhṹ/ ıs usually not replaced by /mĩnhṹ/. Vowel harmony does operate across two nasal consonants nearly always.

Substıtutıon Drıll A

1.	Mẽtẹ Twíì.	I speak Twı.
2.	Yɛtẹ Twíì.	We speak Twı.
3.	Ɔtẹ Twíì.	He speaks Twı.
4.	Wɔtẹ Twíì.	They speak Twı.
5.	Mĩ́ kunu̍ tẹ Twíì.	My husband speaks Twı.
6.	Mẽ yẹ́rẹ tẹ Twíì.	My wıfe speaks Twı.
7.	Mẽ́ mãamẽ́ tẹ Twíì.	My mother speaks Twı.
8.	Mẽ́ papá tẹ Twíì.	My father speaks Twı.
9.	Mẽ bá tẹ Twíì.	My chıld speaks Twı.
10.	Mĩ́ ñũ̍ạ tẹ Twíì.	My brother speaks Twı.

Substitution Drill B

1.	Mĕntę́ Twíì.	I don't speak Twi.
2.	Yɛntę́ Twíì.	We don't speak Twi.
3.	Ɔntę́ Twíì.	He doesn't speak Twi.
4.	Wɔntę́ Twíì.	They don't speak Twi.
5.	Mí ku̍nu ntę́ Twíì.	My husband doesn't speak Twi.
6.	Mĕ yę́rę ntę́ Twíì.	My wife doesn't speak Twi.
7.	Mẽ́ mãamẽ́ ntę́ Twíì.	My mother doesn't speak Twi.
8.	Mẽ́ papá ntę́ Twíì.	My father doesn't speak Twi.
9.	Mĕ bá ntę́ Twíì.	My child doesn't speak Twi.
10.	Mí ñṹą ntę́ Twíì.	My brother doesn't speak Twi.

Question and Answer Drill A

The tutor gives the question. The student gives the affirmative response.

1.	Wǫ́tę̀ Twíì anã́a?	Ą̃́ą̀ñ, mĕtę Twíì.
2.	Mṍtę̀ Twíì anã́a?	Ą̃́ą̀ñ, yɛtę Twíì.
3.	Ɔtę Twíì anã́a?	Ą̃́ą̀ñ, ɔtę Twíì.
4.	Wɔtę Twíì anã́a?	Ą̃́ą̀ñ, wɔtę Twíì.
5.	Wų́ ku̍nu tę Twíì anã́a?	Ą̃́ą̀ñ, mí ku̍nu tę Twíì.
6.	Wǫ yę́re tę Twíì anã́a?	Ą̃́ą̀ñ, mĕ yę́rę tę Twíì.
7.	Wǫ́ mãamẽ́ tę Twíì anã́a?	Ą̃́ą̀ñ, mẽ́ mãamẽ́ tę Twíì.
8.	Wǫ́ papá tę Twíì anã́a?	Ą̃́ą̀ñ, mẽ́ papá tę Twíì.
9.	Wǫ bá tę Twíì anã́a?	Ą̃́ą̀ñ, mĕ bá tę Twíì.
10.	Wų́ ñṹą tę Twíì anã́a?	Ą̃́ą̀ñ, mí ñṹą tę Twíì.

Question and Answer Drill B

Student gives negative answer.

1.	Wǫ́tę̀ Twíì anáa?	Dąąbí, mẽntę́ Twíì.
2.	Mótę̀ Twíì anáa?	Dąąbí, yɛntę́ Twíì.
3.	Ɔtę Twíì anáa?	Dąąbí, ɔntę́ Twíì.
4.	Wɔtę Twíì anáa?	Dąąbí, wɔntę́ Twíì.
5.	Wú ku̍nu tę Twíì anáa?	Dąąbí, mí ku̍nu ntę́ Twíì.
6.	Wǫ yę́re tę Twíì anáa?	Dąąbí, mẽ yę́rę ntę́ Twíì.
7.	Wǫ́ mãamé tę Twíì anáa?	Dąąbí, mẽ́ mãamé ntę́ Twíì.
8.	Wǫ́ papá tę Twíì anáa?	Dąąbí, mẽ́ papá ntę́ Twíì.
9.	Wǫ bá tę Twíì anáa?	Dąąbí, mẽ bá ntę́ Twíì.
10.	Wú ñṹą tę Twíì anáa?	Dąąbí, mí ñṹą ntę́ Twíì.

Lexical Drill A

1.	Mẽwo fíe.	I am at home.
2.	Mẽwo fíe nó mú.	I am in the house.
3.	Mẽwɔ Ŋkęrãñ.	I am at Accra.
4.	Mẽwo fíe bí.	I own a house.
5.	Mẽwo ñṹą́.	I have a brother.
6.	Mẽwo Kumásę.	I am at Kumasi.
7.	Mẽwɔ bá.	I have a child.
8.	Mẽwɔ pɛ́nsę̀rę.	I have a pencil.
9.	Mẽ́wo sukúù nó mú.	I am in the school.
10.	Mẽwo fíe wo Kumásę.	I have a house in Kumasi.

14. /N̩ke̩rã́ñ/ is //Nkran//.

15. bí a, an, any, some

Avoid the use of /bí/, especially in reference to persons, unless you intend to mean 'some kind or other', 'any kind of', or 'just any kind'. In lexical drill A sentence four, /bí/ is required to distinguish 'I own a house' from 'I am at home'. A noun without the following demonstrative or article /nó/, 'the', 'that', is indefinite, i.e., it translates 'a' or 'an'.

Grammatical Drill A

Give the negative form of the following verbs.

	Affirmative		Negative
1.	te̩	(to feel)	nté̩
2.	te̩	(to speak)	nté̩
3.	wɔ	(to have)	nní
4.	di	(to eat)	nní
5.	yε	(to be)	εñỹέ
6.	yε	(to be good)	εñỹέ
7.	da	(to sleep)	nná
8.	mã	(to give)	mmã́
9.	kã	(to speak)	n̩kã́
10.	sũá̩	(to learn)	nsũá̩
11.	kasa	(to talk)	n̩kasá
12.	da ase̩	(to lie down)	εnná ase̩
13.	wɔ	(to be at)	nní
14.	hũ	(to see)	n̩hṹ
15.	twa̩	(to cut)	ñtwá̩

16.	tɔ	(to buy)	ntɔ́
17.	kɔ	(to go)	ŋ̩kɔ́
18.	be̩rá	(to come)	mmá
19.	hyɛ	(to insert)	ñhyɛ́
20.	bɔ	(to strike)	mmɔ́

16. /da̩a̩bí/ is Akuapim and also eastern Ashanti. /da̩bí/ is the form most used in Ashanti and is //dabi/in the new orthography.

17. The underlying aim of the new (1961) orthography is to provide a common writing system for all Twi dialects. Since it is necessary for the system to be readily intelligible to readers of all dialects, a number of words have been spelled without the assimilative changes that have taken place in Ashanti dialect. Noun plurals of stems beginning with voiced stops are not spelled with geminate nasals, e.g., /nná/, 'days', is //nda//; but the same assimilation is written in the verbs, e.g., /nná/, 'Don't lie', 'Don't sleep', is //nna//

18. /á̩à̩ñ/ is //aane// in the new orthography.

Unıt 4

Basıc Dıalogue

	-A-	
	na	and, emphatıc partıcle
1	Sɛ̃́ñ na yɛkã́ thank you wo Twíì mṹ?	How do you say 'thank you' ın ın Twı?
	-B-	
	da	to lıe, sleep, rest
	asẹ; asẹ́ɛ̍	the lower part; down, under; meanıng, sense
2	Mẽda asẹ.	Thanks. ('I lıe down.'), ('I prostrate /myself before you/.')
3	Wọ́tẹ̀ asẹ́ɛ̍ anã́a?	Do you understand?
	-A-	
4	Ạ̃́ạ̀ñ, mẽtẹ ⊖wasẹ.	Yes, I understand you.
	ebío	agaın
5	Kã́ bío.	Say ıt agaın.
	kasa	to talk, speak
	⊖bẹrɛɛoo	slow, soft, mıld
6	Kasa bẹrɛɛoo.	Talk slowly. Talk softly.
	-B-	
7	Mẽda wasẹ.	Thank you.

-A-

8	Sɛ́ñ na yɛká you are welcome wo Twíì mú?	How do you say 'you are welcome' in Twi?

-B-

9	°Mmɛ́ ɛnná asẹ.	You are welcome. Don't mention it. ('Don't cause /yourself/ don't lie down.')

Notes

1. The first person plural of the Twi verb often translates with an English passive or impersonal you. /yɛká/, literally 'we say', often corresponds to 'it is said' or 'you say'.

2. /na/, 'and', 'but', joins sentences; /né/, 'and', 'with', connects words. /na/ is put after a word or at the beginning of a sentence to add emphasis. It often isn't translated into English. Compare Unit 10, note 10.

3. /wọ́ asẹ́ɛ̍/ is usually /wásẹɛ̍/ and is //wo ase// or //wo aseɛ//. If there is an expressed object, i.e., if the student should use /asẹ/ because /asẹ́ɛ̍/ doesn't occur often with an object. If there is no expressed object, use /asẹ́ɛ̍/ because /asẹ́/ may be misunderstood. /Wọ́tẹ̀ asẹ?/ may not only mean 'Do you understand?', but also 'Are you sitting down?', and 'Are you still living?'. /Wọ́tẹ̀ asẹ́ɛ̍?/ means only 'Do you understand?'.

4. On the telephone only can you say /Mẽtẹ́ asẹ/ or /Mẽtẹ́ asẹ́ɛ̍/, with a high tone on /tẹ́/, meaning 'I understand the meaning or message'.

5. /a/ followed by /y/ is high and front like a French 'a'.
/ɔ/ followed by /i/ is /o/, e.g., /wɔ Twíì/ is /wo Twíì/.
At less than conversation speed or if there is a pause between words, these vowel replacements don't occur. Vowel harmony across word boundaries is never shown in the orthography.

6. /ebío/ has an alternate form /ebibío/. /ebío/ is the more common form.

7. /Kasa bẹrɛɛoo/ means both 'Talk slowly and softly.' and is //brɛɛ oo// or //brɛɛw//. /oo/ is an emphasis marker.

8. The imperative (command form) singular is the same as the habitual stem, but with all low tones, e.g., /kasa/, 'talk', addressing one person. The imperative plural prefixes /mőn-/, e.g., /Mőŋ̣kasa/, 'talk', with all high tones.

9. Before initial /-nn/, /ɛ-/ occurs, e.g., /nná asẹ/ is /ɛnná asẹ/.

When a word beginning with a vowel is preceeded by a word ending in a vowel, the final vowel of the preceeding word is usually replaced by the same vowel as that which begins the following word, i.e., a long or rearticulated vowel occurs, e.g., /Mma̋ ɛnná asẹ/ is /Mmɛ̋ ɛnná asẹ/, but it is // Mma ɛnnaase//.

10. Notice the two negatives in /Mmɛ̋ ɛnná asẹ./.

Lexical Drill A

1. Wọ́tẹ̀ asẹ́ɛ̍ ana̋a?	Do you understand?
2. Wọ́tẹ̀ °masẹ ana̋a?	Do you understand me?
3. Wọ́tẹ́ °nasẹ ana̋a?	Do you understand him?
4. Wọ́tẹ̀ wɔŋ̣ asẹ ana̋a?	Do you understand them?
5. Wọ́tẹ́ yɛŋ̣ asẹ ana̋a?	Do you understand us?

Lexical Drill B

1.	Ɔtę asę́ˈɛ anấa?	Does he understand?
2.	Ɔtę masę anấa?	Does he understand me?
3.	Ɔtę °wasę anấa?	Does he understand you?
4.	Ɔtę °másę̀ anấa?	Does he understand you (pl.)?
5.	Ɔtę wɔŋ asę anấa?	Does he understand them?

Lexical Drill C

1.	Mẽtę asę́ˈɛ.	I understand.
2.	Mẽtę wásę̀.	I understand you.
3.	Mẽtę nasę.	I understand him.
4.	Mẽtę wɔŋ ɛsę.	I understand them.
5.	Mẽtę másę̀.	I understand you (pl.).

Lexical Drill D

1.	Ɔtę asę́ˈɛ.	He understands.
2.	Ɔtę masę.	He understands me.
3.	Ɔtę wasę.	He understands you.
4.	Ɔtę másę̀.	He understands you (pl.).
5.	Ɔtę wɔŋ asę.	He understands them.

Lexical Drill E

1.	Nế mãamế ntę́ Bǫrɔfǫ́.	His mother doesn't know English.
2.	Nế mãamế tę Twíì.	His mother knows Twi.
3.	Ɔnế nę́ mãamế tę Twíì.	He and his mother know Twi.
4.	Ɔnế nế mãamế kấ Twíì.	He speaks Twi with his mother.
5.	Mẽ nế mę́ papá kấ Twíì.	I speak Twi with my father.

6.	Mẽ nẽ́ mẽ́ papá tẹ Ṇkẹrãñ	My father and I know Gã.
7.	Mĩ́ ñṹạ tẹ Ṇkẹrãñ.	My sıster knows Gã.
8.	Mĩ́ ñṹạ tẹ Ṇkẹrãñ.	My sıster lıves at Accra.
9.	Mẹ̃ bá tẹ Ṇkẹrãñ.	My chıld lıves ın Accra.
10.	Mẹ̃ bá wɔ Ṇkẹrãñ.	My chıld ıs at Accra.

Lexıcal Drıll F

1.	Wɔkã́ Twíì wo sukúù.	They speak Twı at school.
2.	Yesṹạ Twíì wo sukúù.	They study Twı at school.
3.	Yesuạ̃́ Twíì wɔ Ṇkẹrãñ.	We study Twı at Accra.
4.	Wọ́wò fíe wɔ Ṇkẹrãñ.	You have a house at Accra.
5.	Wọ́wò fíe wɔ Tamalẹ.	You have a house at Tamale.
6.	Mṍ papá wɔ Tamalẹ.	Your father ıs at Tamale.
7.	Mṍ papá wo fíe.	Your father ıs at home.
8.	Yɛ yẹ́rẹnṍm wo fíe.	Our wıves are at home.
9.	Yɛ yẹ́rẹnṍm nní fíe.	Our wıves aren't at home.
10.	Mĩ́ ku̍nu nní fíe.	My husband ısn't at home.

Lexıcal Drıll G

1.	Kasa bẹrɛɛoo.	Talk slow.
2.	Kasa dẽñ.	Talk loud.
3.	Ɛyɛ́ dẽñ.	It ıs hard.
4.	Ɛyɛ́ bɛtɛɛ.	It ıs soft.
5.	Mẽ nsá yɛ bɛtɛɛ.	My hand ıs tender.

6.	Mẽ nsá yɛ tẽ́ntẽn.	My arm is long.
7.	Mẽ káà nṍ yɛ tẽ́ntẽn.	My car is long.
8.	Mẽ káà nṍ ñỹɛ́.	My car is no good.
9.	Nẽ pɛ́nsè̩re̩ nṍ ñỹɛ́.	His pencil is bad.
10.	Nẽ pɛ́nsè̩re̩ nṍ da hɔ́.	His pencil is lying there.

New words in the drills.

pé̩nsè̩rɛ (pe̩̍nsèrɛ)	pencil
káà (ka̍à)	automobile

Lexical Drill H

1.	Mẽte̩ Twíì.	I speak Twi.
2.	Mẽte̩ N̩ke̩rãñ.	I speak Gã.
3.	Mẽte̩ N̩ke̩rãñ.	I live at Accra.
4.	Mẽte̩ asé̩ɛ̍.	I understand.
5.	Mẽte̩ ase̩.	I'm sitting down.
6.	Mẽte̩ dɔ́n̩ nṍ.	I hear the bell.
7.	Mẽte̩ mẽ́ mãamẽ́ ásɛ̀m.	I obey my mother.
8.	Mẽte̩ a̩kõññũá̩ só̩.	I'm sitting in a chair.
9.	Mẽte̩ sɛ́ɛ̍ wo̩.	I am as you are.
10.	Mẽte̩ sɛ́ɛ̍ abo̩fára.	I am like a child.

New words in drills.

ɛdɔ́n̩, ɔdɔ́n̩ (pl. n-)	bell
a̩kõññũá̩ (pl. n̩-)	chair, stool
asɛ́m (ásɛ̀m) (pl. n-)	word, saying, story, talk
te̩ ... asɛ́m	to obey

sɛ́ɛ̍	as, like, that (as in 'I said that ... '
tẹ sɛ́ɛ̍	to be the same as, be in the same condition or position as
°abọfára (pl. m-)	child
ɛsọ́, sọ́	top, upper part; on, up, upon, over, above

11. /masẹ/ is //me ase// or //m' ase//.
/nasẹ/ is //ne ase// or //n' ase//.
/másẹ̀/ is //mo ase// or //m' ase//.
/wásẹ̀/ is //wo ase// or //w' ase//.
Usually elision is not indicated in the orthography.

12. /nẽ́/ means 'and' or 'with'. /ɔnẽ́/ is a contraction of /ɔnɔ̃́ nẽ́/. /ɔnẽ́ nẽ́ mãamẽ́/ is a contraction of /ɔnɔ̃́ nẽ́ nẽ́ mãamẽ́/.

13. /sũạ́/ means 'to study', 'learn', 'imitate', 'follow the example of'.

14. /Ŋ̣kẹrãñ/ or Gã is also the name of the language of the /Ŋ̣kẹrãñ/ or Gã people. The Gã live in the region of Accra. Twi and Gã are both Kwa languages, i.e., they are related to each other and " descended" from the same earlier form of the language, as French and Spanish are both Romance languages " descended" from Latin.

15. /wɔ/ has a suppletive negative, i.e., a different word is used to form the negative. /nní/ is the negative of /wɔ/. /nní/ is the negative of /di/, 'to use, eat, contain, last, exist'.

16. /abǫfára/ is //abɔfra//. /abǫfára/ is used only of humans. /ɔbá/ may be used for the young of animals and also as a diminutive.

17. Phrases like /Twíì mú/, 'in Twi' are possessive nominal compounds. Literally, this compound is 'Twi's insides'. This compound noun is the object of the verb /wɔ/. Modifiers of various kinds may occur between the possessive and possessed nouns. See Unit 6, note 22.

Unit 5

Basic Dialogue

		-A-
	ahá	weariness
1	Mã ahá.	Good afternoon.
		-B-
2	Yąą owúrà.	Yes sir.
		-A-
	ɛhɔ́ (pl. ɛ-nɔ̃m)	there; that; from
3	Owúrà Owúsu̍ wɔ hɔ́ anáa?	Is Mr. Owusu in?
		-B-
	ɔ-, ɔnɔ̃́	he, she, it
	ɛhá (pl. ɛ-nɔ̃m)	here; this
4	Ą̀ą̃, ɔwɔ há.	Yes, he is here.
		-A-
	tumí	to be able, can, to be well-versed in, to have permission
	hũ, hũnṹ	to see
	ɔnɔ̃́, nɔ̃	him, her, it
5	Mĭtumí ą́hũ̀ nɔ̃́ anáa?	Can I see him?
		-B-
	yɛ	we
	°fe̜rɛ́	to call

6	°Yɛfẹrɛ́ẁ sɛ̋ñ?	What's your name? ('We call you what?')
	-A-	
7	Yɛfẹrɛ́ mɛ̋ Kofí Asantẹ́.	My name is Kofi Asante.
	-B-	
	ka̋	to speak, tell, say
	kyẹrɛ́	to show, teach, advise
	sɛ́ɛ̍	that
8	Mɛ́ka̋ kyẹrɛ́ nő sɛ́ɛ̍ wọ́wɔ̀ há.	I will tell him you are here.

Notes

1. /ɔwɔ hɔ́/ usually means 'He, she, or it is there'; but if you come into or upto a building and ask /ɔwɔ hɔ́?/, you are asking, 'Is he in?', 'Is he in the building?', or 'Is he around here somewhere?'. The affirmative response will probably be /ɔwɔ há/, 'He is here'. However, if the person answering doesn't know just where the other person is, he may answer you /ɔwɔ hɔ́/, 'He is around here somewhere'.

2. /ɔwɔ há/ usually means 'He, she, or it is here'; but if you come into or upto a building and ask /ɔwɔ há?/, you are asking, 'Is this his place?', i.e., 'Does he live here?', or 'Does he work here?'. The affirmative answer is /ɔwɔ há/, 'This is his place'. You may then ask /ɔwɔ hɔ́?/.

3. After a noun /há/ and /hɔ́/ can be translated like demonstratives, e.g., /ofíe há/, 'this house', and /ofíe hɔ́/, 'that house'.

4. After /tumí/ the following verb is in the consecutive form, which has an /á- ~ạ́-/ prefix. The consecutive form often corresponds to an English complimentary infinitive, e.g.,

/Mĩtumí ákɔ̀/, 'I am able to go'. The implication of this form is often 'I am equal to /the task/', or '/I am sure/ I can do it /because I have done it before/'. It may also be used to ask and give permission, as in this dialogue.

The student should avoid the use of /tumí/ in the future (See note 9), when addressing someone because this form has a pejorative implication that you don't think the other person can do something or that you are daring the other person to do something, e.g., /Wóbetúmi yɛ́ sɛ̃́ñ?/. '/Just/ what could you /possibly/ do?' implying that the person addressed is not equal to the situation being discussed. If following a verb not ending in high tone, the consecutive prefix is low. Subject pronouns are not prefixed to the consecutive after /tumí/ except in the first singular, and this is not common. See also Unit 10, note 8.

The first person future of /tumí/ implies that you think you can do something but you aren't certain because you really don't know or you've never done the particular thing before, e.g., /Métúmi ákɔ̀/, 'I will be able to go', or '/I think maybe/ I can go'. The student ahould avoid use of /tumí/ in the future when talking of himself because he will be thought to be boasting.

5. /sɛ́ɛ̍/, 'that', is required to introduce subordinate clause after verbs of 'saying' or 'telling'. See also Unit 18, note 5.

6. Many speakers use /hũ/ before an object pronoun and /hũnṹ/ elsewhere. Some use these forms interchangeably. Some use /hũ/ before an object and /hũnṹ/ without an object.

7. /fe̩rɛ́/ is //frɛ//. /Yɛfe̩rɛ́ẁ/ is a contraction and alternate form of /Yɛfe̩rɛ́ wo̩/ and is //Yɛfrɛ w'// or //Yɛfrɛ wo//

8. The use of the first person plural, i.e., the we-form, often corresponds to English passive. /Yɛfe̩rɛ́ nŏ sɛ̃ñ?/, 'What is it called?', but literally 'We call it what?'.

The student will also hear /Wu dı̃́ñ de̩ dɛ̃́ñ?/. /edı̃́ñ/ means 'name', 'reputation', and 'fame'. This is an Akuapim construction.

9. The positive future is marked by the prefix /bɛ́-/, e.g., /wọ́bɛkɔ/, 'you will go.' In the first person singular, a contracted form occurs, e.g., /mɛ́kɔ/, 'I will go'. Verbs stems that are low high or low low in the present are mid high in the future. High low stems are high high in the future. Other stems have the same tones in the future as in the present.

10. You can /ka̋/ a story or something. /ka̋ kyẹrɛ́/ has the meaning 'to convey information' or 'relate'.

11. Order of verb objects is the same as English; the indirect object (1) preceeds the direct (2) e.g., /Méka̋ kyẹrɛ́ nő (1) sɛ́ɛ̀ wọ́wɔ̀ há (2)/, 'I will tell him (1) you are here (2)'.

Pattern Drill A

1.	Yɛfẹrɛ́ẁ sɛ̋n̋?	What's your name?
2.	Yɛfẹrɛ́ nő sɛ̋n̋?	What's his name?
3.	Yɛfẹrɛ́ mő sɛ̋n̋?	What are your names?
4.	Yɛfẹrɛ́ wɔṇ sɛ̋n̋?	What are their names?
5.	Yɛfẹrɛ́ wọ́ kụ́nu sɛ̋n̋?	What's your husband's name?
6.	Yɛfẹrɛ́ wọ yẹ́rẹ sɛ̋n̋?	What's your wife's name?
7.	Yɛfẹrɛ́ wọ́ ma̋ame̋ sɛ̋n̋?	What's your mother's name?
8.	Yɛfẹrɛ́ wọ́ papá sɛ̋n̋?	What's your father's name?
9.	°Yɛfẹrɛ́ wọ bá sɛ̋n̋?	What's your child's name?
10.	°Yɛfẹrɛ́ wọ́ n̋ụ́ạ sɛ̋n̋?	What's your brother's name?

Lexical Drill A

1.	Yɛfẹrɛ́ mɛ̋ Kofí.	My name is Kofi.
2.	Yɛfẹrɛ́ nő Kofí.	His name is Kofi.
3.	Yɛfẹrɛ́ yɛṇ Kofí nɛ̋ Ạfúạ.	Our names are Kofi and Afua.
4.	Yɛfẹrɛ́ wɔṇ Kofí nɛ̋ Ạfúạ.	Their names are Kofi and Afua.

5.	Yɛfe̩rɛ́ mĩ́ ku̍nu Kofí.	My husband's name is Kofi.
6.	Yɛfe̩rɛ́ mẽ yé̩re̩ A̩fúa̩̍.	My wife's name is Afua.
7.	Yɛfe̩rɛ́ mẽ́ mãamẽ́ A̩fúa̩̍.	My mother's name is Afua.
8.	Yɛfe̩rɛ́ mẽ́ papá Kofí.	My father's name is Kofi.
9.	Yɛfe̩rɛ́ mẽ bá Kofí.	My child's name is Kofi.
10.	Yɛfe̩rɛ́ mĩ́ ñũ̍a̩ Kofí.	My brother's name is Kofi.

Pattern Drill B

Answer affirmatively.

1.	Ɔwɔ hɔ́?	Is he there?
	Ã̩́à̩ñ, ɔwɔ hɔ́.	Yes, he is there.
2.	Ɔwɔ há?	Is he here?
	Ã̩́à̩ñ, ɔwɔ há.	Yes, he is here.
3.	Ɔwo fíe?	Is he at home?
	Ã̩́à̩ñ, ɔwo fíe.	Yes, he is at home.
4.	Ɔwo fíe nṍ mṹ?	Is he in the house?
	Ã̩́à̩ñ, ɔwo fíe nṍ mṹ.	Yes, he is in the house.
5.	Ɔwo fíe há?	Is he in this house?
	Ã̩́à̩ñ, ɔwo fíe há.	Yes, he is in this house.
6.	Ɔwo fíe hɔ́?	Is he in that house?
	Ã̩́à̩ñ, ɔwo fíe hɔ́.	Yes, he is in that house.

Pattern Drill C

Answer negatively.

1. Ɔwɔ hɔ́?	Is he in?
Dąąbí, ɔnní hɔ́.	No, he is not around.
2. Ɔwɔ há?	Is this his place?
Dąąbí, ɔnní há.	No, this isn't his place.
3. Ɔwo fíe?	Is he at home?
Dąąbí, ɔnní fíe.	No, he isn't at home.
4. Ɔwo fíe nɔ́ mṹ?	Is he in the house?
Dąąbí, ɔnní fíe nɔ́ mṹ.	No, he isn't in the house.
5. Ɔwo fíe há?	Does he own this house?
Dąąbí, ɔnní fíe há.	No, he doesn't own this house.
6. Ɔwo fíe hɔ́?	Does he own that house?
Dąąbí, ɔnní fíe hɔ́.	No, he doesn't own that house.

Pattern Drill D

1. Mɛ́kɔ hɔ́.	I will go there.
2. Wǫ́bɛkɔ hɔ́.	You will go there.
3. Wǫ́bɛkɔ nnɛ́.	You will go today.
4. Ɔbɛ́kɔ nnɛ́.	He will go today.
5. Ɔbɛ́kɔ ɔkyẽ́nã.	He will go tomorrow.
6. Yɛbɛ́kɔ ɔkyẽ́nã.	We will go tomorrow.
7. Yɛbɛ́kɔ bío.	We will go again.
8. Wǫ́bɛkɔ bío.	You will go again.

9.	Wọ́bɛkɔ Tamalẹ.	You will go to Tamale.
10.	Wɔbɛ́kɔ Tamalẹ.	They will go to Tamale.
11.	Wɔbɛ́kɔ Kumásẹ.	They will go to Kumasi.
12.	Mɛ́kɔ Kumásẹ.	I will go to Kumasi.

Pattern Drill E

1.	Mɛ́ba hɔ́.	I will be there.
2.	Mɛ́ba dã́ñ mṹ.	I will come into the house.
3.	Métu̍mi ạ́hũ̀ nõ wɔ dã́ñ mṹ.	I can see him in the room privately.
4.	Métu̍mi ạ́hũ̀ nõ wo sukúù.	I can see him at school.
5.	Mẹ̃ nẹ́ nṍ bɛ́kása wo sukúù.	I will talk to him at school.
6.	Mẽ nẹ́ nṍ bɛ́kása wo fíe.	I will talk to him at home.
7.	Mɛ́kã́ kyẹrɛ́ nõ sɛ́ɛ̍ wọ́wò fíe.	I will tell him you are at home.
8.	Mɛ́ka kyẹrɛ́ nõ sɛ́ɛ̍ wọ́bɛba há.	I will tell him you will be here.
9.	Mẽ yẹ́rẹ bɛ́ba há.	My wife will come here.
10.	Mẽ yẹ́re bɛ́fẹ̍rɛ wọ.	My wife will call you.

Pattern Drill F

1.	Yɛfẹrɛ́ nõ sɛ̃́ñ?	What is his name?
2.	Yɛfẹrɛ́ nõ Kofí.	His name is Kofi.
3.	Mɛ́kã́ kyẹrɛ́ Kofí.	I will tell Kofi.
4.	Mɛ́kã́ kyẹrɛ́ wɔn̩.	I will tell them.
5.	Otumí fẹrɛ́ wɔn̩.	He can phone them.
6.	Otumí fẹrɛ́ mẽ.	He can call me.

7.	Ɔbɛ́kã́ kyẹrɛ́ mẽ́.	He will tell me.
8.	Ɔbɛ́kã́ kyẹrɛ́ wo.	He will tell you.
9.	Ɔntẹ́ wọ.	He doesn't hear you.
10.	Ɔntẹ́ wasẹ.	He doesn't understand you.

New words in the drills

ɔdã́ñ	(pl. a-)	building, house, room, apartment

12. In addition to syllable tone, Twi also has sentence tone or intonation, i.e., tone used to distinguish statements and questions; compare English 'John is here.', and 'John is here?' In Twi the end of a sentence is signalled by a depression of the entire tone register on the last syllable, i.e., no matter what the phonemic status of the tone is, it will be lower on the absolute scale than a non-final tone of the same phoneme. And also the voice trails off to silence. In addition, a question signalled by intonation (i.e., not by a question word), the register of the whole sentence is elevated, and the last syllable falls down to the same level as the end of a statement. This of course means that there is a longer fall on the last syllable of a question than of a statement because the fall of the question begins higher. For this reason, it would probably be helpful to use an inverted question mark /¿/ at the beginning of a question marked by intonation.

Twi orthography like English uses at the end of a sentence a period /./ to mark statement intonation and a question mark /?/ to mark question intonation. When there is a question word, e.g., /sɛ́ñ/, statement intonation is used; however, a question mark is still written. This manual follows the orthography in this usage.

13. Stative verbs such as /wɔ/, 'to be at', aren't usually inflected for tense. /ba/, 'to come', is used as a suppletive future for /wɔ/. /mɛ́ba há/, 'I will come here', also is used like English, 'I will be here'. Compare Unit 10, note 10.

Unit 6

Basic Dialogue

		-A-
1	Ago̩o̩	Is anybody there?
		-B-
2	Amĕe	Come in.
		-A-
	ɛpɔ́ (pl. m-)	joint, bump, knob
	°ɛɛ	a question marker
3	Wo̩ mpó mŭ́ ɛɛ?	How are you? ('Your joints' in, what about?')
		-B-
4	Mĕ mpó mŭ́ de̩ɛ bɔkɔɔ.	I'm fine.
		-A-
	ɛde̩ɛ̆́n̆	what, what thing
	yɛ́	to make, do
5	Ɛde̩ɛ̆́n na °wó̩o̩yɛ?	What are you making?
		-B-
	nŏá	to boil, cook by boiling
	fufúo	fufu
6	°Mĕenŏá fufúo.	I'm making fufu.
	pɛ	to like, be fond of, want, seek, provide, try to get
7	Wó̩pɛ̀ fufúo anăá?	Do you like fufu?

-A-

	pá	good, much
	pápaapa, pápapapa	very good, very much
8	Mẽpɛ fufúo pápaapa.	I like fufu very much.

-B-

	ampesíe	ampesi
	sɛ̃ñ	to surpass, pass; more than, than
9	Mẽpɛ ampesíe sɛ̃ñ fufúo.	I like ampesi better than fufu. ('I like ampesi exceed fufu.')

Notes

1. /agǫǫ/ is a verbal signal to let another person know you are approaching. /amẽe/ lets you know that it is all right to enter. If the person inside does not wish you to enter, he will probably answer /dąąbi/, 'no'. /agǫǫ/ is also used to ask for the attention of a group or crowd. The response /amẽę/ then means 'Speak, I'm listening'.

2. /ɔ/ followed by /u/ becomes /o/, e.g., /mpɔ́ mṹ/ is /mpó mṹ/, but is //mpɔ mu//.

3. Fufu is boiled and mashed yams or plantains which is served with soup, /ŋ̩kwã́ñ/. Ampesi is boiled and diced yams or plantains which is served with a stew, /ą̩bomṹu/.

4. One of the ways of forming noun plurals is changing ɛ- to m- or n-.

ɛpɔ́	joint	mpɔ́	joints
ɛdá	day	nná	days

5. The progressive tenses are formed by lengthening the vowel of the pronoun.

mẹ̃yɛ́	I make	°mẹ̃eyɛ́	I'm making
mẽká	I speak	°mẹ̃eká	I'm speaking

In the regular orthography, the long vowel in the progressive is not written; instead //-re-// is written, as is spoken in the Akuapim dialect, e.g., /mẹ̃eká/ is written //mereka//. An Ashanti speaker may also say /mẽrẹká/ sometimes. The /rẹ-/ form is often used when there is a noun subject, but /ɛɛ-/ is more common.

6. /u/ followed by vowels other than /a/ is short and sounds somewhat like /w/, e.g., /mű ɛɛ/.

7. /ɛɛ/, which is //ɛ//, means 'what about', 'as to', 'concerning' in sentences where there is no verb. With a verb, it has an adverbial or subordinating function. See Unit 9, note 1.

8. Adjectives are reduplicated for intensity, i.e., all or some part of the word is repeated. For monosyllabic stems, the most common form is with a long middle vowel, e.g., /pápaapa/, 'very good'.

9. The consecutive form, /á ~ ạ́/ plus simple stem, is not used after /pɛ/. 'I want him to go.' is /Mẽpɛ sɛ́ɛ̀ ɔkɔ́/, literally 'I want that he go'.

10. To show degree of comparison corresponding to English adjective plus '-er' or '-est', Twi employs the verb /sɛ̃ñ/, 'to move along', 'to surpass'. If you ask a native speaker of Twi to translate /sɛ̃ñ/, he will probably say it means 'than'. There are two basic constructions using /sɛ̃ñ/: (1) /sɛ̃ñ/ plus or minus an object after a preceeding verb, and (2) /sɛ̃ñ/ with an object, as the verb of the sentence. Compare the examples below.

/kyɛ̃ñ/, 'to surpass', 'excel', is also used in the same way to express comparison.

(1)

(a)	Ɔware̩.	He is tall.
	Ɔwáre̩ sɛ̃ñ.	He is taller.
	Ɔwáre̩ sɛ̃n nĩ́ ñṹa̩.	He is taller than his brother.
	Ɔwáre̩ sɛ̃n nĩ́ ñvĩnáa.	He is the tallest.
(b)	Eyé duru.	It is heavy.
	Eyé duru sɛ̃ñ.	It is heavier.
	Eyé duru sɛ̃ñ búúku nɔ́.	It is heavier than the book.
	Eyé duru sɛ̃n nĩ́ ñyĩnáa.	It is the heaviest of all.

(2)

(a)	Ɔsɛ̃n nĩ́ ñṹa̩ pã̩ñyĩ́ñ.	He is older than his brother. ('He surpasses his brother in age.')
(b)	Ɔsɛ̃n nĩ́ ñũa̩ nɔ́ wɔ a̩desũá̩ mú.	He is better educated than his brother. ('He surpasses his brother in learning.')

New words

ware̩	to be tall, long
ñyĩnáa	all
duru	heavy
ɔpã̩ñyĩ́ñ (pl. m-)	adult, old person, person of rank; old, aged
a̩desũá̩	learning, study, education

11. /adé̩ɛ/, 'thing', plus a verb stem is a very productive type of compound, i.e., it can be used to form many new words, e.g., /adé̩ɛ/ plus /sṹá̩/, 'to learn' gives /a̩desṹá̩/, 'learning'.

12. /yɛ́/ has an alternate form /yɔ́/, which is fairly common in Ashanti, but /yɔ́/ will not be understood by some speakers outside the Ashanti area.

Lexical Drill A

1.	Ɛde̩ɛ̃́n̩ na ɔ́ɔyɛ?	What is she doing?
2.	Ɛde̩ɛ̃́n̩ na wɔ́ɔyɛ?	What are they doing?
3.	Ɛde̩ɛ̃́n̩ na wṍ̩o̩yɛ?	What are you doing?
4.	Ɛde̩ɛ̃́n̩ na mṍoyɛ?	What are you (pl.) doing?
5.	Ɛde̩ɛ̃́n̩ na wúudi?	What are you eating?
6.	Ɛde̩ɛ̃́n̩ na wɔ́ɔtɔn̩?	What are they selling?
7.	Ɛde̩ɛ̃́n̩ na mṍotɔ?	What are you (pl.) buying?
8.	Ɛde̩ɛ̃́n̩ na ɔ́ɔnɔ̃́m?	What is he drinking?
9.	Ɛde̩ɛ̃́n̩ na wɔ́ɔhwɛ?	What are they looking at?
10.	Ɛde̩ɛ̃́n̩ na wó̩o̩hwe̩hwɛ?	What are you searching for?

Lexical Drill B

1.	Á̩fèi na óodidi.	Now he is eating.
2.	Á̩fèi na wóodidi.	Now they are eating.
3.	Á̩fèi na mĩ́idi.	Now I am eating.
4.	Á̩fèi na yéedidi.	Now we are eating.
5.	Á̩fèi na mĩ́idi á̩kùtú.	Now I am eating an orange.
6.	Á̩fèi na wɔ́ɔtɔn nsã́	Now they are selling palm wine.

See Unit 18 notes 5 and 6 for discussion of secondary tones as in Lexical Drill B.

7. Á̩fèi na yɛ́ɛtɔ bankyẽ́.	We are now buying cassava.
8. Á̩fèi na ɔ́ɔnɔ̃́m ⊙se̩garɛ́ɛ̀te̩.	He is now smoking a cigarette.
9. Á̩fèi na wɔ́ɔhwɛ ⊙ɔse̩rám.	They are now looking at the moon.
10. Á̩fèi na mẽ́ehwe̩hwɛ mẽ̩́ pɛ̍n.	I'm now looking for my pen.

New words

dí	to employ, use, eat, spend, consume
didí	to eat
tɔ́ǹ̩	to buy
tɔ́	to sell
nɔ̃́m	to drink, smoke tobacco
hwe̩hwɛ́	to look for, search
á̩fèi, a̩féi	now
a̩kutú	orange
nsã́	palm wine, alcoholic beverage
⊙se̩garɛ́ɛ̀te̩, sé̩gàrɛte̩.	cigarette
⊙ɔse̩rám (pl. a-)	moon, month
pɛ́n (pɛ́n)	pen

Lexical Drill C

1. Ɔwáre̩ sɛ̃n nĩ́ ñṹa̩ ñṍ.	He is taller than his brother.
2. Nẽ hṍ yɛ́ dẽ́ñ sɛ̃n nĩ́ ñṹa̩ ñ́o.	He is stronger than his brother.
3. Nẽ hṍ yɛ́ fɛ sɛ̃n nĩ́ ñṹa̩ nṍ.	She is prettier than her sister.

4.	Ɔnõá fufúo sɛ̃n ni̋ ñúa̩ nő.	She cooks fufu better than her sister.
5.	Ɔpɛ ampesíe sɛ̃n ni̋ ñúa̩ nő.	He likes ampesie better than his brother.
6.	Ɔpɛ ạdıdıạdídì sɛ̃n ni̋ ñúa̩ nõ.	He likes to eat better than his brother.
7.	Ɔyɛ́ ạ́dwùma sɛ̃n ni̋ ñúa̩ nő.	He works better than his brother.
8.	Ɔwɔ sıká sɛ̃n ni̋ ñúa̩ nő.	He has more money than his brother.
9.	Ɔwɔ nné̩ɛma sɛ̃n ni̋ ñúa̩ nő.	He has more things than his brother.
10.	Ɔsõ sɛ̃n ni̋ ñúa̩ nő.	He is bigger than his brother.

New words

fɛ	pretty, nice, beautiful
sıká	gold, money
sõ	to be big, large, much; to reach, arrive at
a̩dıdé̩ɛ	use, enjoyment, benefit
a̩dıdıa̩dídì	enjoyment of eating a food
adé̩ɛ (de̩̍ɛ) (pl. nné̩ɛma)	thing, part

Lexical Drill D

1. Me̋ káà nő́ ső sɛ̋n̋ wọ̩́ dẹ̩ɛ nő́.	My car is bigger than yours.
2. Me̋ hő́mà̋ yɛ fófo̍ro sɛ̋n̋ wọ̩́ dẹ̩ɛ nő́.	My book is newer than yours.
3. Me̋ hő́mà̋ yɛ fófo̍ro sɛ̋n̋ ne̋́ dẹ̩ɛ nő́.	My book is newer than his.
4. Wú ạ̩kőn̋n̋űạ̩́ yɛ de̋n̋ sɛ̋n̋ ne̋́ dẹ̩ɛ nő́.	Your chair is stronger than his.
5. Wú ạ̩kőn̋n̋űạ̩́ yɛ de̋n̋ sɛ̋n̋ me̋́ dẹ̩ɛ nő́.	Your chair is stronger than mine.
6. Ne̋́ dá̋n̋ nő́ bọ̩́ɔ yɛ de̋n̋ sɛ̋n̋ me̋ dẹ̩ɛ nő́.	His house is more expensive than mine.
7. Ne̋́ da̋n̋ nő́ bọ̩́ɔ yɛ de̋n̋ sɛ̋n̋ yɛ dẹ̩ɛ nő́.	His house is more expensive than ours.
8. Ne̋ káà nő́ bọ̩́ɔ yɛ °fọ sɛ̋n̋ me̋́ dẹ̩ɛ nő́.	His car costs less than mine.
9. Ne̋ káà nő́ bọ̩́ɔyɛ °fọ̩ sɛ̋n̋ mő́ dẹ̩ɛ nő́.	His car costs less than yours.
10. Me̋ pẹ̩́nsẹ̩̀rẹ̩ nő́ yɛ́ sɛ̋n̋ mő́ dẹ̩ɛ nő́.	My pencil is better than yours.

New words

ṇhṍmã (hṍmã̀) (pl. ⊙ṇgṍmã)	skın, hıde; vellum; book, letter; leather
fọ́fọ̍rọ	new, another
ɔdã́n (dã́ñ) (pl. n--a-)	house, room, buıldıng
ɛbọ́ɔ (pl. m-)	prıce; stone, pıt, seed
⊙fọ	cheap, plenty, plentıful

Lexical Drıll E

1. Ɔdã́ñ yí mṹ suạ sɛ̃ñ baakṍ nṍ.	Thıs room ıs smaller than that one.
2. Kanẹ́a yí hyẹrɛ̃́ñ sɛ̃ñ baakṍ nṍ.	Thıs lıght ıs brıghter than the other one.
3. Ɔkwã́ñ yí yɛ sɛ̃ñ baakṍ nṍ.	Thıs road ıs better than that one.
4. Ạkõññũạ́ yí yɛ fọ sɛ̃ñ baakṍ nṍ.	Thıs chaır ıs cheaper than that one.
5. Ṇhṍmã yí mṹ yɛ duru sɛ̃ñ baakṍ nṍ.	Thıs book ıs heavıer than that one.

New words ın drılls

emṹ (pl. a-)	whole, entırety
suạ	to be small, few
eyí	thıs, these
baakṍ	one

hyẹrɛ̃́ñ	to penetrate, get through, shine
ɔkwã́ñ (pl. ṇ-)	road, path, way

Lexical Drill F

1.	Nẹa ɛwɔ hẽ́ na ɛyɛ́ fọ?	Which one is cheaper?
2.	Nẹa ɛwɔ hẽ́ na ɛyɛ́?	Which one is better?
3.	Nẹa ɛwɔ hẽ́ na ɛbɛ́kyɛ?	Which one will last longer?
4.	Nẹa ɛwɔ hẽ́ na ɛyɛ́ dẽ́ñ?	Which one is harder?
5.	Nẹa ɛwɔ hẽ́ na ɛwɔ ahɔ̃́ɔdẽ́ñ?	Which one is stronger?

New words

kyɛ	to last, endure; divide separate, share
ahɔ̃́ɔdẹ́ṇ	.strength, (literally 'body hard')
nẹa	he who, that which, he whose, where
ahẽ́	how much, how many, how long

Pattern Drill A

1.	Ɛdẹɛ̃́n na wọ́pɛ̀ sɛ́ɛ̍ wúdɪ?	What would you like to eat?
2.	Ɛdẹɛ̃́n na wọ́pɛ̀ sɛ́ɛ̍ wọ́hwɛ?	What would you like to see?
3.	Ɛdẹɛ̃́n na wọ́pɛ̀ sɛ́ɛ̍ wọ́tɔ?	What would you like to buy?
4.	Ɛdẹɛ̃́n na wọ́pɛ̀ sɛ́ɛ̍ wọ́kẽñkãñ?	What would you like to read?
5.	Ɛdẹɛ̃́n na wọ́pɛ̀ sɛ́ɛ̍ wọ́nɔ̃́m?	What would you like to drink?

Pattern Drıll B

1. Mẽpɛ sɛ́ɛ̍ mĩdí a̩kwa̩dú.	I'd lıke to eat a banana.
2. Mẽpɛ sɛ́ɛ̍ mẽhwɛ́ Ghánà. Únìversıty nṍ.	I'd lıke to see the Unıversıty of Ghana.
3. Mẽpɛ sɛ́ɛ̍ mẽtɔ́ mpabo̩á.	I'd lıke to buy some shoes.
4. Mẽpɛ sɛ́ɛ̍ mĩká̩ñ ǹ̩hṍm̍ã.	I'd lıke to read a book.
5. Mẽpɛ sɛ́ɛ̍ mẽnṍm nsã́.	I'd lıke to drink palm wıne.

New words

kãñ	to count, read
kẽñká̩ñ	to read, count
a̩kwa̩dú (pl. n̩-)	banana
mpabo̩á (mpábo̩a)	shoe, paır of shoes

13. /ɛde̩ɛ̃́ñ/ ıs a contractıon and alternate form of /ɛdé̩ɛ bɛ̃́ñ/, 'what thıng'. /bɛ̃́ñ/ ıs 'what', 'whıch', 'what kınd of'.

14. In statements ıf /dı/ ıs not followed by the name of some food, ıt ıs necessary to say /dıdí/ for clarıty and proprıety because /mĩdı/ can mean 'I eat' or 'I have sexual relatıons wıth'.

15. /á̩fèı/ may also occur at the end of an utterance, but ın response to a questıon lıke /Ɛde̩ɛ̃́n na ɔ́ɔyɛʔ/ you must use /á̩fèı na/ at the begınnıng of the response ıf /á̩fèı/ ıs used.

16. Statıve verbs lıke /pɛ/ and /wɔ/ have low tone. Other monosyllabıc verbs have hıgh tone ın the present tenses.

17. /se̩garɛ́ɛte̩/ ıs //cıgarette//.
/ɔse̩rám/ ıs //ɔsram//.

18. For explanatıon of /ampesíe/ and /fufúo/, see Unıt 9.

19. /fọ/ is //fow//.

20. /adéɛ/ does not refer to persons. To compare persons, you must use two nouns, e.g., 'My child is taller than yours', is /Mẽ bá wárẹ sɛ̃ñ wọ bá/.

21. /baakṍ nṍ/ means 'the second one', 'the other one', as opposed to the one previously mentioned.

22. Phrases, like those with /mṹ/, such as /ɔdã́ñ yí mṹ/, 'the whole of this room', 'this room's entirety', are nominal phrases and function in a sentence in the same manner as any single-stem or compound noun. In this type of construction, the second noun (which indicates place or location) is always high-toned and never loses its vowel. For example, /mṹ/ is always /mṹ/ after a phrasal compound, but it may be /-m̀/ after a single-stem or compound noun. See also Unit 4, note 17.

Possession in nouns is marked by word order. The first noun is the possessor, the second, the possessed. If the first noun has modifiers other than possessive pronouns, they will occur between the two nouns, e.g., /nẽ́ dã̀ñ nṍ bọ́ɔ/, 'his house's price', 'the price of his house', literally 'his structure that one seed'.

23. /ŋgṍmã́/ is //nhoma//. /ŋhṍmã́/ has a number of plurals: /ŋgṍmã́/, /ahṍmã́/, /ŋhṍmã́/. These are dialectal or regional variants.

24. It is VERY IMPORTANT to eat only with the RIGHT hand. The left hand is for toilet functions only. Do not hand another person anything with the left hand. Do not wave at anyone with the left hand.

25. Verbs have secondary tones after /na/. See Unit 18, note 5. Conjuntions which are followed by secondary tones are also followed by /,/. The /,/ is not written in this manual, as in the orthography, since it is predictable.

Unit 7

Basic Dialogue

-A-

kɔ́, kɔ	to go, go away
⊙só̩tɔɔ̀	store

1 Mɛ́kɔ ⊙só̩tɔɔ̀ mṹ ɔkyɛ̃́nã́. I will go to the store tomorrow.

-B-

2 Wó̩ò̩kɔ̩tɔ́ de̩ɛ̃́ñ? What are you going to buy?

-A-

a̩dua̩né̩ (pl. n-)	food

3 Mẽ́ekɔtɔ́ a̩dua̩né̩. I'm going to buy food.

-B-

4 A̩dua̩né̩ bɛ̃́n na wó̩ò̩kɔ̩tɔ́? What kind of food are you going to buy?

-A-

nsúo, nsú	water
ɛnám	meat, flesh
nsuomnám	fish

5 Mẽ́e̩kɔtɔ́ nsuomnám I'm going to buy fish.

-B-

ɛhẽ́ (pl. ɛ-nɔ̃́m)	where
ɔfã́ (fá̀) (pl. a̩fṹa̩fấ)	half, piece; other side, other part
tɔ́ǹ̩	to sell

6 Ɛhḗfá̀ na yɛtɔ́ǹ nsuomnám pápa?	Where do they sell good fish?
-A-	
°Kíñsw̌èi	Kingsway super market
7 °Kíñsw̌èi na ɛtɔ́ǹ nám pá.	Kingsway sells good fish.
-B-	
8 Na nsuomnám bọ́ɔ yɛ dḗñ anā́a?	Is fish expensive?
-A-	
mmẹrẹ	cheap
9 Dạạbí, nám nṓ bọ́ɔ yɛ mmẹrẹ.	No, fish is cheap.

Notes

1. Twi (like English) uses /kɔ/ 'go' as an auxiliary verb (1) for an immediate future and (2) to express purpose. For example /Mĩikodidí/ can mean either (1) 'I am going relatively soon to eat' or (2) 'I am going for the purpose of eating'. The first syllable of the verb following /kɔ/ has high tone; the other syllables have the same tone as the present stem. The future /médìdi/, 'I will eat', is a proximate future. The implication of the proximate future is that the time referred to is more indefinite and/or further in the future than that referred to by an immediate future. Auxiliary /kɔ/ is always in the progressive.

2. /sọ́tɔɔ̀/ is // store//. /ạguạdídā́ñ/, 'trading house', is also common. /ạguạ́/ is 'market', 'market place', /di ạguạ́/ is 'to trade', 'deal in'.

3. One of the characteristics of Ashanti Twi is an /ẹ/ at the end of many words which end in a nasal in other dialects, e.g., /ạduạnẹ́/. Consequently, in printed texts both // aduan// and

//aduane// wıll occur.

4. A schwa (a sound lıke the second vowel ın Englısh '*sofa*') usually occurs between an /m/ and an /n/, as ın /nsuomnám/.

5. /ɛhɛ̋/ and /ɛhɛ̋fa̋/ can be used ınterchangeably.

6. /Kı̋ñswěı/ ıs //Kıngsway//.

7. Locatıve nomınals lıke /ɛhɛ̋/ and /ɛhá/ have a dıstrıbutıve plural. /ɛhɛ̋nɔ̌m/ means 'whereabouts', /ɛhánɔ̌m/, 'hereabouts', 'ın thıs general vıcınıty'.

8. /ɔfa̋/ has an alternate form /ɛfa̋/.

Pattern Drıll A

1.	Mɛ́kɔ sǫ́tɔɔ̀ mű ɔkyɛ̋na.	I wıll go to the store tomorrow.
2.	Médı fufúo ɔkyɛ̋nã.	I wıll eat fufu tomorrow.
3.	Mɛ́tɔ ⊙bǫrǫdǫ ɔkyɛ̋nã.	I wıll buy bread tomorrow.
4.	Ɔbɛ́ba há ɔkyɛ̋nã.	He wıll come here tomorrow.
5.	Ɔbɛ́ba há fırı Kumásę ɔkyɛ̋nã.	He wıll come here from Kumase tomorrow.
6.	Wɔbɛ̋kɔ Ņkęrą̃ñ ɔkyɛ̋nã.	They wıll go to Accra tomorrow.
7.	Wobétu ą́fìrı Ņkęrã̋ñ ɔkyɛ̋nã.	They wıll leave from Accra tomorrow.
8.	Yɛbɛ́tɔ̃ñ yɛņ káà nő ɔkyɛ̋nã.	We wıll sell our car tomorrow.

9.	Yebédɪ nsuomnám ɔkyḗnã́.	We will eat fish tomorrow.
10.	Ɛhḗfā́ na méhũ wọ ɔkyḗnã́?	Where will you be tomorrow? ('Where I will see you tomorrow?')

Pattern Drill B

1.	Mḗẹ̀ŋkɔ́ sọ́tɔɔ̀ mū́ ɔkyḗnã́.	I will not go to the store tomorrow.
2.	Mḗẹ̀nnɪ́ fufúo ɔkyḗnã́.	I will not eat fufu tomorrow.
3.	Mḗẹ̀ntɔ́ bọrọdọ ɔkyḗnã́.	I will not buy bread tomorrow.
4.	Ɔ́ɔ̀mmá há ɔkyḗnã́.	He will not come here tomorrow.
5.	Ɔ́ɔ̀mmá há mfɪrɪ́ Kumásẹ ɔkyḗnã́.	He will not come here from Kumase tomorrow.
6.	Wɔ́ɔ̀ŋkɔ́ Ŋkẹrã́ñ ɔkyḗnã́.	They will not go to Accra tomorrow.
7.	Wɔ́ɔ̀mmá mfɪrɪ́ Ŋkẹrạ̃́ñ ɔkyḗnã́.	They will not leave from Accra tomorrow.
8.	Yɛ́ɛ̀mmá wo fɪ́e ɔkyẽnã́.	We won't come to your house tomorrow.
9.	Mɔ̄́ɔ̀mmá sukúù ɔkyḗnã́.	You (pl.) won't be at school tomorrow.
10.	Mḗẹ̀ntumɪ́ ŋkɔ́ ɔkyḗnã́.	I won't be able to go tomorrow.

Pattern Drıll C

1.	Ɛhẽ́fã́ na wɔ́ɔkɔ?	Where are they goıng?
2.	Wɔɔkɔ́ sǫ́tɔɔ̀ mṹ.	They are goıng to the store.
3.	Wɔɔkɔtɔ́ ąkutú wɔ sǫ́tɔɔ̀ mṹ.	They are goıng to buy oranges at the store.
4.	Wɔɔkɔtɔ́ ąkutú wɔ Kĩ́ñsw̌èı.	They are goıng to buy oranges at Kıngsway's.
5.	Yɛtɔ́ŋ̀ nsuomnám pápa. wɔ Kĩ́ñsw̌èı.	They sell good fısh at Kıngway's.
6.	Yɛtɔ́ŋ̀ nsuomnám pápa wɔ Ŋkęrãñ.	They sell good fısh at Accra.
7.	Mĩfırı Ŋkęrą̃ñ.	I am from Accra.
8.	Mĩfırı Kumásę.	I am from Kuması.
9.	Métu ą́fìrı Kumásę.	I wıll move from Kuması.
10.	Métu ą́fìrı há.	I wıll move from here.

Pattern Drıll D

1.	Mẽekɔtɔ́ fíe wɔ Koforídùą.	I'm goıng to buy a house at Koforıdua.
2.	Mẽekɔtɔ́ŋ̀ fíe wɔ Koforídùą.	I'm goıng to sell a house at Koforıdua.
3.	Mẽekɔtɔ́ŋ̀ nsuomnám yí.	I'm goıng to sell these fısh.
4.	Mẽekɔfá nsuomnám yí.	I'm goıng to take these fısh.
5.	Mẽekɔfá nĩ́ sıká ámã̀ nɔ̃́.	I'm goıng to take the money to hım.

6.	Mĩıkogyą́ sıká nŏ́ ámắ. nŏ́.	I'm goıng to leave the money for hım.
7.	Mĩıkogyą́ nŏ́ wo fíe.	I'm goıng to leave her at home.
8.	°Mẽekɔsęrá nŏ́ wo fíe.	I'm to vısıt hım at home.
9.	Mẽekɔsęrá mĕ́ papá.	I'm goıng to vısıt my father.
10.	Mĩıkohŭ́ mĕ́ papá.	I'm goıng to see my father.

New words

fa	to take, take away, sıeze, obtaın, get; up to, as far as; by means of; about, concernıng
gyą	to leave, quıt, forsake; send away; accompany
°sęrá	to vısıt; smear, grease

Questıon and Answer Drıll A

1.	Ɛdęɛ̆́n na óokẽñkąñ?	What ıs he readıng?
	Ookắñ ŋhŏ́mã áà ɛfá Ghánà hŏ́.	He ıs readıng a book about Ghana.
2.	Ɛdęɛ̆́n fufúo na wɔpɛ?	What kınd of fufu do they lıke?
	Wɔpɛ bǫrɔdę́ɛ fufúo.	They lıke plaıntaın fufu.
3.	Ɛhĕ́fắ na yɛtɔ́ǹ̩ mpabǫá?	Where do they sell shoes?
	Yɛtɔ́ǹ̩ mpabǫá wɔ sǫ́tɔɔ̀ mŭ́.	They sell shoes at the store.

4. Obédi nná ahẽ́?	How long will he be here? ('He will consume days how many?')
Obédi ɔse̩rám wɔ há.	He will spend a month here.
5. Wó̩bɛkã́ ákyè̩rɛ́ nṍ sɛ́ɛ̍ mẽwɔ há?	Will you tell him I am here?
Á̩à̩ñ, mɛ́kã́ ákyè̩rɛ́ nṍ sɛ́ɛ̍ wó̩wɔ̀ há?	Yes, I will tell him you are here.

New Words

ɔdé̩ɛ	yam
bo̩rɔdé̩ɛ	plaintain, 'European yam'
°áà	which, that, what, where

Question and Answer Drill B

1. Ɛde̩ɛ̃́ñ a̩dua̩né̩ na wó̩pɛ̀ dí?	What do you like to eat?
Mẽpɛ a̩kotúdie.	I like to eat oranges. ('I like orange-eating.')
2. Ɛde̩ɛ̃́ñ na wó̩pɛ̀ yɛ́?	What do you like to do?
Mẽpɛ siníìkɔ.	I like to go to the movies.
3. Ɛde̩ɛ̃́ñ na wó̩pɛ̀ nsã́nɔ̃̀m?	What do you like to drink?
Mẽpɛ nsã́nɔ̃̀m.	I like to drink palm wine.

4. Ɛde̩ɛ̃́n na wópɛ̀ yɛ?	What do you lıke to do?
Mẽpɛ ananse̩sɛmkã́.	I lıke to tell faıry tales. ('I lıke spıder story tellıng.')
5. Ɛde̩ɛ̃́n na wó̩pɛ̀ ko̩rá?	What do you lıke to save?
Mẽpɛ sıkákò̩rá.	I lıke to save money.

Pattern Drıll E

1.	Kã́ kye̩rɛ́ nő sɛ́ɛ̍ ɛwɔ há.	Tell hım that ıt ıs here.
2.	Bısa nő sɛ́ɛ̍ ɛwɔ há.	Ask hım ıf ıt ıs here.
3.	Bısa nő sɛ́ɛ̍ ɔkɔ́ anã́a.	Ask hım ıf he ıs gone.
4.	Hwɛ́ sɛ́ɛ̍ ɔkɔ́ anã́a.	See ıf he ıs gone.
5.	Hwɛ̃́ sɛ́ɛ̍ ɔwɔ há anã́a.	See ıf he ıs here.
6.	Wúnĩ̀m sɛ́ɛ̍ ɔwɔ há anã́a?	Do you know ıf he ıs here?
7.	Wúnĩ̀m ne̩a ɔwɔ?	Do you know where ıt ıs?
8.	Onnĩm ne̩a ɔwɔ.	He doesn't know where he ıs.
9.	Onnĩm ne̩a ɛwɔ.	He doesn't know where ıt ıs.
10.	Bısa nő ne̩a ɛwɔ.	Ask hım where ıt ıs.

New words

sɛ́ɛ̍ . . . anã́a	ıf, whether
nĩm	to know, know how

9. /bo̩ro̩do̩/ ıs //brodo//. Another common word for bread ıs /páànó̩/.

10. /Mĩfırı Kumáse̩/ ıs 'I am from Kuması', ı.e., 'Kuması ıs my home town'. /Mĩfırí Kumáse̩ na mẽebá/ ıs 'I am comıng from Kuması'.

11. If a subject has two verbs, both verbs have the negative prefix if the sentence is negative, e.g., /Wɔ́m̲̀m̲á m̲fírí Kumásẹ/, 'They won't leave from Kumasi'.

12. The negative of the present progressive is also the negative of the future, e.g., /Mẽ́èŋkɔ́/ corresponds to both 'I am not going' and 'I will not go'. /Mẽ́èŋkɔ́/ is //Merenkɔ//.

13. /sẹrá/ is //sra//.

14. First person plural impersonal often corresponds to English third person plural impersonal, e.g., /Yɛtɔ́ŋ/, 'they sell'. Compare Pattern Drill C, sentences 5 and 6.

15. /mã/, 'to give', 'cause', when the second verb with a subject often corresponds to an English indirect object or benefactive prepositional phrase, i.e., it translates 'to', 'for', 'on the behalf of', 'for the benefit of'. For example, /Mẽẹkɔfá nĩ́ siká ámã̀ nṍ/, 'I'm going to take him the money', 'I'm going to take the money to give /it/ to him'.

16. You can only /sẹrá/, 'to visit', a person. You /hwɛ/, 'to look at', 'observe' a building or place. You can /hũ/, 'to see', 'visit', a person, building, or place.

17. Verbs without objects are often reduplicated for clarity or specification, e.g., /kã́ñ/ is 'to read', 'count'; /kã́ñ ŋhṍmã/ is 'to read a book'; /kẽñkã́ñ/ without an object usually means 'to read'. See Question and Answer Drill A, sentence one.

18. An English noun followed by a prepositional phrase corresponds in Twi to a noun plus a subordinate clause, e.g., /nhṍmã áà ɛfá Ghánà hṍ/, 'a book about Ghana', 'a book which is about Ghana', literally 'book which takes hold of Ghana's self'.

19. Habitual desires or preferences are expressed by the simple stem following /pɛ/, 'to like'. Stems ending in /-ı/ have an alternate form ending in /-ıe/, e.g., /dı ~ dıe/.

20. In Ghanian folklore the spider is a wily, crafty fellow who nevertheless often gets the worse of a bargain or situation.

21. Compound nouns are formed in several ways. In some compounds, the first noun has the same tone(s) as in isolation and the second noun has the same tone(s) as when following a possessive pronoun. Compare Unit 6 note 22. In other compounds, the first noun has all low tones and the second the same tone(s) as in isolation, e.g., /nsúom̀ nám/ is /nsuomnám/.

22. /áà/ is //á//.

Unit 8

Basic Dialogue

-A-		
	yarẹ́	to be ill, sick
	sa	to cure
	ɔyarẹsáfọ̍ɔ (pl. a-)	physician
1	Ɔyarẹsáfọ̍ɔ nő wɔ hɔ́ ana̋a?	Is the doctor in?
-B-		
2	Ạ̋ạ̀ñ, ɔyarẹsáfọ̍ɔ nő wɔ hɔ́.	Yes, the doctor is in.
-C-		
	amannẹɛ́ (amánnẹ̍ɛ)	message, mission
3	Wamánnẹ̍ɛ?	What's the matter? Why have you come? ('Your mission?')
-A-		
4	Mẽntẹ́ ápɔ̀.	I don't feel well.
-C-		
	⊙ɛyá	pain, ache; grief, distress
5	Wọ he̋fa̋ na ɛyɛ́ wọ̍ ⊙yá?	Where do you hurt? ('Your where half then is your pain?')
-A-		
	etí, etírı (pl. ạ-)	head
6	Mĩ tí yɛ́ mẽ yá.	My head hurts.
	yạ́m̀	the insides of the body
7	Mĩ yạ́m̀ ńsọ yɛ́ mẽ yá.	My stomach hurts too.

-C-

	gyẹ	to take, receive, accept, take internally
	ạdúru (pl. n-)	medicine
8	°Gyi ạdúru yí.	Take this medicine.

Notes

1. /-fọ́ɔ/, which is // -fo//, corresponds to English (1) '-er' which forms agent nouns from verbs, e.g., /ɔyarẹsáfọ̇ɔ/, 'diseasecurer', 'physician', and (2) '-er' or '-an' meaning 'the people of', 'the inhabitants of', e.g., /Ṇkẹrãñfọ́ɔ/, 'the people of Accra'. /-fọ́ɔ/ occurs (a) with both the singular and plural of some stems, (b) with only the plural of some stems, having /-ní/ with the singular, and (c) with both the singular and plural, having /-ní/ as an alternate form with the singular. This type of noun has an /ɔ- ~ o-/ prefix in the singular and an /a- ~ ạ-/ prefix in the plural. Sometimes /n-/ also occurs with the plural. /ɔyarẹsáfọ̇ɔ/, 'doctor', has an alternate form /ɔyarẹsạ́ni/. /ayarẹsáfọ̇ɔ/, 'doctors', has an alternate form /ñyarẹsáfọ̇ɔ/. /ɔsáfọɔ/, 'dancer' and /osạ́ni/, 'warrior', both have the plural /asáfọɔ/.

2. /ɛyá/ is // ɛyaw//. Ashanti dialect usually has a final vowel where Akuapim dialect has a vowel plus /-w/, as in /ɛyáw/.

3. /Gyi ạdúru yí/ is // Gye aduru yi//. Vowel harmony agreement will not be footnoted after this unit. Review vowel harmony rules in Unit 2.

Lexical Drill A

1. Mĩ tí yɛ́ mẽ yá.	My head hurts.
2. Mĩ *yá̩m̀* yɛ́ mẽ yá.	My *stomach* hurts.
3. Mẽ́ *nsá* yɛ́ mẽ yá.	My *hand* hurts.
4. Mẽ *nã́ñ* yɛ́ mẽ yá.	My *foot* hurts.
5. °*Ma̩kyí* yɛ́ mẽ yá.	My *back* hurts.
6. °*Ma̩ba̩tí* yɛ́ mẽ yá.	My *shoulder* hurts.

Pattern Drill A

1. Wamánne̩̍ɛ.	What's your problem?
2. *N*amánne̩̍ɛ.	What's *his* problem?
3. *Mṍ*àmánne̩̍ɛ.	What's *your* (pl.) problem?
4. *Wɔ́n̩* amánne̩̍ɛ.	What's *their* problem?
5. *Y*amánne̩̍ɛ.	What's *our* problem?

New Words

nsá	hand, arm
ɛnã́ñ	foot, leg
a̩kyí	the back, rear; back, behind
a̩bá̩ti, ba̩tíri (bá̩tì) (pl. m-)	shoulder

Pattern Drill B

1. Mẽhũ.	I see it.
2. Mẽhũ *nṍ*.	I see *him*.
3. *Mẽ̩ehwe̩hwɛ́* nṍ.	*I'm looking for* him.
4. Mẽehwe̩hwɛ́ *ɔyare̩sáfo̩̍ɔ nṍ*.	I'm looking for *the doctor*.
5. *Kohṹ* ɔyare̩sáfo̩̍ɔ nṍ.	*Go see* the doctor.

6.	Kohṹ nő sɛ́ɛ̍ ɔpɛ biribí ą́dì.	Go see if he wants something to eat.
7.	Bisa nő sɛ́ɛ̍ ɔpɛ biribí ą́dì.	Ask him if he wants something to eat.
8.	Bisa nő sɛ́ɛ̍ nẽ hẽ́fá̍ na ɛyɛ nẽ yá.	Ask him where he hurts.
9.	Ḣwɛ́ sɛ́ɛ̍ nẽ hẽ́fá̍ na ɛyɛ nẽ yá.	See where he hurts.
10.	Hwɛ́ sɛ́ɛ̍ ɔpɛ ŋhɔ̃́mã átɔ̀.	See if he wants to buy a book.

New word

biribí	something, anything, nothing (in negative sentences)

Question and Answer Drill A

1.	Ɔyarẹsáfọ̍ɔ nő wɔ há?	Is the doctor in?
	Dạạbí, ɔyarẹsáfọ̍ɔ nő nní há.	No, the doctor isn't in.
2.	Ɛhẽ́fá̍ na ɔyarẹsáfọ̍ɔ nő wɔ?	Where is the doctor?
	Ɔyarẹsáfọ̍ɔ nő wɔ ayarẹsábẹ̍a hɔ́.	The doctor is at the hospital.
3.	Ɔyaresáfọ̍ɔ nő wɔ ɔbọáfọ̍ɔ anã́a?	Does the doctor have an assistant?
	Ã̀ạñ, ɔwɔ ɔbọáfọ̍ɔ.	Yes, he has an assistant.

4.	Ɛde̩ɛ̋n ntí na wúukohũ dɔ́kè̩ta nő?	Why are you going to see the doctor?
	Mĩıkohű dɔ́kè̩ta esıa̩̋nè̩ sɛ́ɛ̍ mẽyaré̩.	I'm going to see the doctor because I am sick.
5.	Wó̩pɛ̀ sɛ́ɛ̍ mẽbɔ́ wo̩ páane̩ɛ?	Do you want me to give you a shot? ('You like that I strike you needle?')
	A̩̋à̩ñ, mẽpɛ sɛ́ɛ̍ wó̩bɔ mẽ páane̩ɛ.	Yes, I want you to give me a shot.
6.	Mmo̩fára nő ᵒre̩gɔró̩ wɔ sukúùda̋n nő mű?	Are the children playing in the school building?
	Da̩a̩bí, wɔɔgɔró̩ wɔ sukúùda̋n nő a̩kyí.	No, they are playing behind the school building.
7.	Mmo̩fára nő re̩gɔró̩ wɔ agɔró̩be̩̍a hɔ́?	Are the children playing at the playground?
	A̩̋à̩ñ, wɔɔgɔró̩ wɔ agɔró̩be̩̍a hɔ́?	Yes, they are playing at the playground.
8.	Ɔyare̩sáfo̩̍ɔ nő rıkohű abo̩fára nő a[illegible]a̋a?	Is the doctor going to see the child?
	A̩̋à̩ñ, obéhũ nő.	Yes, he will see him.
9.	Wo̩ hő te̩ sɛ̋n nnɛ́?	How are you today?
	Mẽ hő yɛ́ nnɛ́ sɛ̋n nnɛ́ra.	I feel better today than I did yesterday.
10.	Wúbedı nná ahe̋ wɔ há?	How long will you be here?
	Médı ɔse̩rám.	I will be here a month.

New words

bẹá (bẹ̍a) (pl. m-)	place; manner
ayarẹsábẹ̍a (pl. ñ-)	hospital, clinic, doctor's office
bọá	to help
ɔbọáfọ̍ɔ (pl. a-)	helper, assistant
dɔ́kẹ̀ta	doctor
esiạ̃́nẹ̀	because, on account of
bɔ	to strike, hit, come in contact with; break, destroy; shoot
páanẹɛ (pl. m-)	needle
bɔ. . .páanẹɛ	to give a shot of medicine
gɔrọ, goru	to play
agɔrọ́bẹ̍a	place to play, playground
ntí	therefore, because
ɛdẹɛ̃́n ntí	why

Lexical Drill B

1.	Mẽpɛ sɛ́ɛ̍ wọ́ na wọ́kã káà nɔ̃́.	I want YOU to drive the car.
2.	Mẽpɛ sɛ́ɛ̍ ɔnɔ̃́ na ɔkã́ káà nɔ̃́.	I want HIM to drive the car.
3.	Wɔpɛ sɛ́ɛ̍ ɔnɔ̃́ na ɔkã́ káà nɔ̃́.	They want HIM to drive the car.
4.	Wɔpɛ ṇhɔ̃́mãkyẹrɛ́w.	They like to write letters.
5.	Yɛpɛ ṇhɔ̃́mãkyẹrɛ́w.	We like to write letters.

6.	Yɛpɛ káàka̋.	We lıke to drıve a car.
7.	Ɔpɛ káàka̋.	He lıkes to drıve a car.
8.	Ɔpɛ káà ákà̋.	He wants a car to drıve.
9.	Mẽpɛ káà ákà̋.	I want a car to drıve.
10.	Mẽpɛ fufúo ạ́dì.	I want some fufu to eat.

Lexıcal Drıll C

1.	Mĩtumí ka̋ lɔ́rẹ̀.	I am able to drıve a car.
2.	Mẹ̋ǹtumí ŋka̋ lɔ́rẹ̀.	I can't drıve a car.
3.	Mẹ̋ǹtumí ŋkɔ́ nnɛ́.	I can't go today.
4.	Wɔ́ǹtumí ŋkɔ́ nnɛ́.	They can't go today.
5.	Wɔ́ǹtumí ntẹ́ wọ mfí há.	They can't hear you from here.
6.	Ɔyarẹ́fọɔ nő ntẹ́ wọ mfí há.	The patıent can't hear you from here.
7.	Ɔyarẹ́fọɔ nő pɛ bırıbí ạ́kẽ̀nkạ̋ñ.	The patıent wants somethıng to read.
8.	°Ɔbarẹ́ma̍ nő pɛ bırıbí ạ́kẽ̀nkạ̋ñ.	The man wants somethıng to read.
9.	Ɔbarẹ́ma̍ nő béhũ ɔbáa nő ɔkye̋na.	The man wıll see the woman tomorrow.
10.	Ayarẹ́fọɔ hwɛ́fọɔ̍ nő be̋hũ ɔbáa nő ɔkye̋na.	The nurse wıll see the woman tomorrow.

New words

ayarẹ́fọɔ (pl. a-)	patıent, sıck person, ınvalıd
hwɛ́fọɔ (pl. a-)	caretaker, supervısor

ayaré̩fo̩ɔ hwɛ́fo̩ɔ (pl. ñ-)	nurse
ɔbaré̩ma̍ (pl. m-)	man, male
ɔbáa (pl. m-)	woman, female

Pattern Drill C

1. Tɔ́	Buy it.
2. Tɔ́ *nõ*.	Buy *him*.
3. Tɔ́ *ɛnṍ*.	Buy *that one*.
4. Tó *bi*.	Buy *some*.
5. Tɔ́ mã *mẽ*.	Buy *it for me*.

Pattern Drill D

1. Mĩpe bi.	I want some.
2. *Mã mẽ* bi.	*Give me* some
3. Fa *mã mẽ*.	Give it *to me*.
4. Fa *ɛnṍ mã mẽ*.	Give *me that one*.
5. *Tɔ́* ɛnṍ mã mẽ.	*Buy* that one for me.

4. Object pronouns have low tone unless emphatic. *Singular* object pronouns at conversation speed sometimes occur with only their consonant, i.e., /mẽ, wo̩, nõ/ may be low-toned verb suffixes /-m̀, -ẁ, -ǹ/.

5. /be̩á/, 'place', corresponds to English '-ry', place where, e.g., /ayare̩sábe̩a/, 'place where curing is done', 'hospital', 'clinic'.

/be̩á/, also means manner, as in /nke̩rábe̩a/, 'fate', 'destiny', 'manner of death', from /ké̩rà/, 'to take leave of', 'bid farewell to'.

6. /gɔró̩/ is usually // goru//. In Akuapim it is /goru/.

7. To make the pronoun subject of a verb emphatic, an emphatic pronoun plus /na/ comes before the verb. The verb still has its pronoun subject prefix, e.g., /ɔnő na ɔka̋/, 'HE drives'. The emphatic pronouns are:

mẽ	yɛ́ŋ̩
wó̩	mő
ɔnő	wɔ́ŋ̩
ɛnő	ɛnő

If a noun subject is emphatic, it is followed by /na/ and the verb has a pronoun subject prefix, singular or plural corresponding to the emphatic noun.

8. /ayaré̩fo̩ɔ hwɛ́fo̩ɔ/ also occurs as /ayare̩hwɛ́fo̩ɔ/.

9. /ɔbaré̩ma̍/ is // ɔbarima// and is often /ɔbaé̩ma̍/. /ɔbaré̩ma̍/, 'the male of the species', is used to form compound nouns, e.g., /oñṹa̩báre̩ma̍/, 'male sibling', 'brother', and /ɔbábare̩ma̍/, 'male child', 'son'.

10. /ɔba̋a/ is /ɔbé̩a/ in Akuapim dialect. /ɔba̋a/ is also used in compound nouns and means 'the female of the species'. Compare note 9.

Unit 9

Basic Dialogue

	-A-	
1	⊖Wạ̩́kòdidí anáa?	Have you gone to eat yet?
	-B-	
2	⊖Mĩnnidíìyɛ.	I haven't eaten yet.
	-A-	
3	Ɛhɛ́fá̍ na yɛ́ṇ̩kodi̍di?	Where shall we go to eat? (Where should we go to eat?)
	-B-	
4	M(ã) yɛṇ̩kó mĩ fíe.	Let's go to my house.
	-A-	
5	Ɛdẹ̩ɛ̃́ñ na wọ̩́pɛ̀ sɛ́ɛ̍ wúdi nnɛ́?	What would you like to eat today?
	-B-	
	nnɛ́ra	yesterday
6	Mĩdii ampesíe nnɛ́ra.	I ate ampesi yesterday.
	entí	therefore
7	Entí m(ã) yɛnní fufúo nnɛ́.	So let's eat fufu today.
	-A-	
8	M(ã) yeṇ̩kó ạ̩́fèi.	Let's go now.
	-B-	
	yọ̩ọ̩	yes, O.K.
9	Yọ̩ọ̩, m(ã) yɛṇ̩kó.	O.K., let's go.

Notes

1. The transitive positive past tense is marked by the doubling (or lengthening) of the last vowel, semi-vowel, or nasal, e.g., /hũu/, 'saw' (from /hũ/), /taáà/, 'chased' (from /taá/), /buéè/, 'opened', 'undid' (from /bué/), /tɔ́n̩ǹ̩/, 'sold' (from /tɔ́n̩/), /kye̩rɛ́wẁ/, 'wrote' (from /kye̩rɛ́w/).

The tone of the positive past tense ending is low, and the tone of final stem vowel is high except as given below. (1) Monosyllabic stems have a low stem if followed by an object. (2) Verbs of motion and /hũ/, 'to see', have a low stem vowel with and without a following object. An intransitive suffix /-y/ is added if there is no verb object, and a temporal adverbial suffix /-ɛ/ also occurs after /-y/. But some verbs never occur without an expressed object. /-yɛ/ is a freely alternating form of /-y/ for some (especially younger) speakers, but many speakers use /-yɛ/ only in temporal clauses, e.g., /mẽbaay/, 'I came', and /mẽbaayɛ/, 'when I came', are kept distinct by many persons, but other use both forms in either sense. /-y/ is //-e// after lax vowels and /-ı/ after tense vowels, e.g., /mebae//, 'I come', and //mebaeɛ/, 'when I came'. (3) See Unit 18, note 5 for past tense secondary tones.

With verbs stems ending in nasals and semivowels, some (especially younger) speakers have a long nasal or semivowel in the intransitive just as in the transitive, but many speakers have /-e̩y/ and /-e̩yɛ/ with this type of stem, e.g., /mẽtɔ́nè̩y/, 'I bought it (or some), /mẽtɔ́nè̩yɛ/, 'when I bought it (or some)'. These endings are //-ee// and /-eeɛ//.

It is often necessary to supply impersonal pronoun objects in English when translating Twi intransitive verbs, such as, 'it', 'one', 'some', 'any', or 'none', e.g., /mẽtɔ́ɔ̀y/, 'I bought it', or 'I bought some'.

2. The affirmative perfect tense is marked by a low-tone /a- ~ a̩-/ prefix to the first verb of a subject plus high tone on the first syllable of the verb. Succeeding syllables of the verb

are all high except the last which is low. But in the second person, a contracted form usually occurs, e.g., /wúà̩kódìdí/ is replaced by /wá̩kɔ̀didí/ and is //woakɔdidi//. Contracted forms occur in other persons, but there is no tone change in the first and third persons. In the orthography, the uncontracted form is used except in the first person singular.

makɔ́	//makɔ//	I have gone	yakɔ́	//yɛakɔ//	we have gone
wákɔ̀	//woakɔ//	you have gone	mákɔ̀	//moakɔ//	you have gone
wakɔ́	//wakɔ//	he, she, it has gone	wakɔ́	//wɔakɔ//	they have gone (Compare note 15)
akɔ́	//akɔ//	it has gone	akɔ́	//akɔ//	they have gone

3. The past negative is the perfect affirmative plus a low-tone nasal before the stem, e.g., /mĩ́nnidíìyɛ/, which is //minnidiiɛ//. means 'I haven't eaten' and NOT 'I didn't eat.'

The perfect negative is the past affirmative plus a low-tone nasal before the stem, e.g., /maŋ̩kɔ́/ means I didn't go', and NOT 'I haven't gone'. The perfect negative has all the transitive and intransitive forms parallel to those of the past affirmative. See note 1.

4. The subjunctive affirmative is marked by a low-tone homorganic nasal prefix plus a high tone on the first syllable of the verb. Succeeding syllables have their simple-stem tones, e.g., /yɛŋ̩kódìdí/, 'we should go eat'.

Pattern Drill A

1.	M(ã́) yɛŋ̩kɔ́.	Let's go.
2.	M(ã́) yɛnnídi.	Let's eat.
3.	M(ã́) yɛŋ̩kó fíe.	Let's go home.
4.	M(ã́) yɛŋ̩kó á̩fèi.	Let's go now.
5.	M(ã́) yɛññyína.	Let's stop.
6.	M(ã́) ⊙yɛnté̩rã́ ã́se̩.	Let's sit down.

Pattern Drill B

1.	Mã́ nṍ ŋ̩kɔ́.	Let him go.	Have him go.
2.	Mã́ wɔŋ̩ ŋ̩kɔ́.	Let them go.	Have them go.
3.	Mã́ ɔbaré̩má nṍ ŋ̩kɔ́.	Let the man go.	

4. Mã ɔbáa nő ŋ̩kɔ́. Let the woman go.

5. Mã abo̩fára nő ŋ̩kɔ́. Let the child go.

6. Mã akwadaá nő ŋ̩kɔ́. Let the infant go.

Pattern Drill C

1. ©Ɛmmá̋ yɛ́ŋ̩̀kɔ́. Let's not go.

2. Ɛmmá̋ yɛ́ǹnɪdí. Let's not eat.

3. Ɛmmá̋ yɛ́ŋ̩̀kó fíe. Let's not go home.

4. Ɛmmá̋ yɛ́ŋ̩̀kɔ́ á̩fèɪ. Let's not go now.

5. Ɛmmá̋ yɛ́ñ̀ñyɪná. Let's not stop.

6. Ɛmmá̋ yɛ́ǹte̩rá̋ ãse̩. Let's not sit down.

Pattern Drill D

1. Ɛmmá̋ nő ŋ̩kɔ́. Don't let him go.

2. Ɛmmá̋ wɔŋ̩ ŋ̩kɔ́. Don't let them go.

3. Ɛmmá̋ ɔbaré̩ma̍ nő ŋ̩kɔ́. Don't let the man go.

4. Ɛmmá̋ ɔbáa nő ŋ̩kɔ́. Don't let the woman go.

5. Ɛmmá̋ abo̩fára nő ŋ̩kɔ́. Don't let the child go.

6. Ɛmmá̋ akwadaá nő ŋ̩kɔ́. Don't let the infant go.

New words

gyɪna	to stop, stand, rest, come to a standing or upright position
©te̩rá̋, te̩ná̋	to sit, live, stay

Pattern Drill E

1.	Mẽkɔɔ Ŋkẹrãñ nnɛ́ra.	I went to Accra yesterday.
2.	Ɔbaa há nnɛ́ra.	He came here yesterday.
3.	Mĩhũu nõ nnɛ́ra.	I saw him yesterday.
4.	Yɛtɔɔ mpabọá nnɛ́ra.	We bought some shoes yesterday.
5.	Mṍhwẹ̀hwɛ́ɛ̀ nõ nnɛ́ra.	You (pl.) looked for him yesterday.
6.	Wọ́tɔṇǹ ŋkọ́kɔ̍ nnɛ́ra.	You sold some chickens yesterday.
7.	Wɔmãa mĩ́ sɪká nṍ nnɛ́ra.	They gave me the money yesterday.
8.	Mẽdẹ bɪrɪbí bẹrɛ́ɛ̀ wọ nnɛ́ra.	I brought you something yesterday.
9.	Mẽdẹ nõ baa nnɛ́ra.	I brought him yesterday.
10.	Mẽdẹ nõ kɔɔ nnɛ́ra.	I sent him away yesterday.

Pattern Drill F

1.	Maŋkɔ́ Ŋkẹrạ̃ñ nnɛ́ra.	I didn't go to Accra yesterday.
2.	Wammá há nnɛ́ra.	He didn't come here yesterday.
3.	Mãŋhṹ nõ nnɛ́ra.	I didn't see him yesterday.
4.	°Yantɔ́ mpabọá nnɛ́ra.	We didn't buy any shoes yesterday.
5.	°Máǹhwẹhwɛ́ nõ nnɛ́ra.	You (pl.) didn't look for him yesterday.
6.	°Wáǹtɔ́ń ŋkọ́kɔ̍ nnɛ́ra.	You didn't sell any chickens yesterday.

7.	°Wammá mĩ́ sıká nṍ nnɛ́ra.	They dıdn't gıve me the money yesterday.
8.	Mamfá bırıbí ám̀me̩rɛ wo̩ nnɛ́ra.	I dıdn't brıng you anythıng yesterday.
9.	Mamfá nõ ám̀ma nnɛrá.	I dıdn't brıng hım yesterday.
10.	Mamfá nõ áǹ̩kɔ nnɛ́ra.	I dıdn't send hım away yesterday.

New words

akó̩kɔ̍ (pl. n̩-)	chıcken
de̩	to have, own; cause, make, force
be̩rɛ́	to brıng somethıng to a person
de̩...ba	to brıng a person
de̩...kɔ	to send away, cause to go

Pattern Drıll G

1.	Makɔ́ só̩tɔɔ̀ mṹ deda̩w.	I have already gone to the store.
2.	Ma̩kóhũ dɔ́kè̩ta deda̩w.	I've already gone to see the doctor.
3.	Ma̩dí a̩nɔpá̩a̩dùa̩né̩ deda̩w.	I've already eaten breakfast.
4.	Wa̩dí ew̌í̩mũa̩dùa̩né̩ deda̩w.	He has already eaten lunch.
5.	Wa̩dí a̩ñw̌ummérea̩dùané̩ deda̩w.	They have already eaten dınner.

6.	Wanṍà nám nṍ dedạw.	They have already cooked the meat.
7.	Wabá dedạw.	They have already come.
8.	Yakɔ́sẹrà ɔkyẹrɛkyẹ́rɛnì nṍ dedạw.	We have already gone to visit the teacher.
9.	Wákyẹrɛ̀ nõ ákyẹ̀rɛ́ẁ dedạw.	You have already taught him to write.
10.	Ṃákyẹrɛ̀ mĩ́ ofíe nṍ dedạw.	You have already shown me the house.

Pattern Drill H

1.	Mẽṇkɔ́ɔ̀ sọ́tɔɔ̀ mṹ ɛɛ.	I haven't gone to the store yet.
2.	Mẽṇkóhũù dɔ́kẹ̀ta ɛɛ.	I haven't gone to see the doctor yet.
3.	Mĩnníì ạnɔpạ́ạdùạné ɛɛ.	I haven't eaten breakfast yet.
4.	Onníì ew̌ímũạdùạnẹ́ ɛɛ.	He hasn't eaten lunch yet.
5.	Wonníì ạñw̌ummẹ́reạdùạné ɛɛ.	They haven't eaten dinner yet.
6.	Wɔnnọ̃áà nám nṍ ɛɛ.	They haven't cooked the meat yet.
7.	Wɔɔmáàỵɛ.	They haven't come yet.
8.	Yɛṇkɔ́sẹraà ɔkyẹrɛkyẹ́rɛnì nṍ ɛɛ.	We haven't gone to visit the teacher yet.

9.	Wó̩ñ̀kye̩rɛ́ɛ̀ nṍ akye̩rɛ́ẁ ɛɛ.	You haven't taught him to read yet.
10.	Mṍñ̀kye̩rɛ́ɛ̀ mẽ̩ ofíe nṍ ɛɛ.	You haven't shown me the house yet.

New words

anɔpá̩a̩dùa̩né̩	breakfast
ew̌iá̩, a̩w̌iá̩	sunshine; noon, late forenoon, and early afternoon
ew̌iá̩a̩dùa̩ne̩	lunch, noon meal
a̩ñw̌ummé̩rea̩dùa̩né̩	supper, evening meal

7. /te̩rã́/ is // tra//.

8. The third person imperative, i.e., the form meaning 'to have someone have someone else do something' is marked by the causative /mã/ at the beginning of the sentence and a low-tone nasal prefix on the verb plus a high tone on the last syllable of the verb, e.g., /mã nõ ŋkɔ́/, 'Have him go', or 'Let him go'.

9. The negative cohortative is marked by the negative of /mã/ plus a high tone on /yɛ́/, a low tone on the nasal prefix, and a high tone on the last syllable of the verb, e.g., /Ɛmmã́ yɛ́ŋ̀kɔ́/, 'Let's not go'. /ɛmmã́/ is sometimes /mmã́/ and is // mma//.

10. /ñgyiná/ is /ññyiná/. Compare Unit 3, note 12.

11. Note CAREFULLY that the past negative looks like a perfect positive plus a negative prefix and that the perfect negative looks like a past positive plus a negative prefix.

12. The perfect negative has a low tone on the last syllable and a high on the next to last. Other syllables are the same tone as in the present.

13. /dẹ/ has a suppletive negative /mfá/, which is the negative of /fa/, 'take'. The verb after /mfá/ is in the consecutive form, e.g., /Mamfá bırıbí ám̀mẹrɛ wọ nnɛ́ra/, 'I didn't bring you anything yesterday', 'I didn't take anything to bring to you yesterday'.

14. Vowel harmony does not usually influence more than one vowel across word boundaries or across stem boundaries in a nominal compound where there is more than one stem. For example, the usual form is /anɔpạ́ạdùạnẹ́/; one will seldom hear /ạnopạ́ạdùạnẹ́/.

15. In fast speech it is often impossible to tell the third person plural perfect from the third person singular because the (ɔ- ~ o-) of the plural pronoun may be elided; /woạdí/ alternates with /wạdí/, 'they have eaten'. If context does not indicate clearly whether the subject is plural or singular, /wɔ́n nő/ is used, e.g., /wɔ́n nő ạdí/.

16. /ạñw̌ummedúạ̀nẹ́/, 'supper' also occurs.

/ew̌ıạ́ mű ạduạnẹ́/, 'lunch', 'noon meal' is also common.

17. The Twi dictionary still uses the symbol 'ŋ'; consequently, words like /ạñw̌ummẹ́rẹ/, 'evening', and /ngő/, 'oil', will have to be looked up under //ŋ//. In the dictionary //ŋ// follows /n//. The revised orthography no longer uses this symbol. The glossary at the end of this manual does not use 'ŋ'.

18. /fa/, 'to take' occurs with both a high and a low stem vowel in the simple present, i.e., some speakers say /mẽ̆fa/, others /mẽ̆fá/.

Unit 10

Basic Dialogue

	-A-	
1	Mẽkɔɔ Ŋ̩ke̩rã̩n nnɛ́ra.	I went to Accra yesterday.
	-B-	
2	Wó̩kɔ̀yɛ́ɛ̀ de̩ɛ̃́ñ?	What did you go to do?
	-A-	
	ntãmã́	clothes, Ghanian dress
3	Mẽtɔɔ ntãmã́.	I bought some clothes.
	-B-	
	ńso̩so̩	also, else
4	Ɛdé̩ɛ bẽ́n ńso̩so̩ na wó̩yɛɛ̍?	What else did you do?
	-A-	
5	Mĕkɔɔyɛ sɛ́ɛ̍ mĩkohṹ ɔyare̩sáfo̩̍ɔ.	I went especially to see the doctor.
	se̩	to say
6	Ɔyare̩sáfo̩̍ɔ nṍ sé̩ mẽ́n̩kɔda.	The doctor said I should go to bed.
7	Ɛde̩ɛ̃́n ntí na ${}^{\Theta}$wó̩n̩kɔ̀daayɛ?	Why haven't you gone to bed?
	sée̍sei̍	until now, as yet, still
8	Mĩɪkó fíe sée̍sei̍.	I'm on my way home now.

Notes

1. Verbs of motion have objects. In the sentence /Mẽ̩kɔɔ N̩ke̩rã̩ñ/, 'I went to Accra', /N̩ke̩rã̩ñ/ is the object of the verb /kɔ/.

2. /kɔ/ plus the consecutive form is one way of expressing purpuse, e.g., /mẽkɔɔ áhũ̀ nõ/, 'I want to see him'. To express emphatic purpose /sɛ́ɛ̀/ plus another /kɔ/ with a subject is used, e.g., /Mẽkɔɔyɛ sɛ́ɛ̀ mĩkohṹ nõ/, 'I went purposely to see him'. Note that the first /kɔ/ is intransitive and adverbial. See note 5.

The consecutive form does not occur after the habitual present, but /mẽkɔɔ kohṹù nõ/, 'I go to see him (regularly)'.

3. When /se̩/, 'to say', is used to quote or relate instructions, it is followed by the subjunctive, e.g., /Ɔsé̩ mẽnkɔ́/, 'He said I should go', /Ɔsé̩ mẽ́ǹ̩kɔ́/, 'He said I shouldn't go'.

4. /séèsei/ indicates that the verb refers to a particular time segment. With the present or simple verb, it means 'right now', or 'in the act of', e.g., /Mĩıkó fíe séèsıè/, 'I am in the act of going home right now'.

Grammatical Drill A

Change to past positive.

1.	Yɛkɔ́.	Yɛkɔɔy.
2.	Ohṹ.	Ohũuy.
3.	Mĩdıdí.	Mĩdıdíìy.
4.	Wó̩yɛ.	Wó̩yɛɛ̀.
5.	Wɔtɔ́ǹ̩.	Wɔtɔne̩e̩.
6.	Mṹbìsá.	Mṹbìsáày.
7.	Ɔbá.	Ɔbaay.
8.	Mẽhwɛ́.	Mẽhwɛɛ.
9.	Mẽtɔ́.	Mẽtɔɔy.

10.	Wɔnõá.	Wɔnṍaày.
11.	Yɛfá	Yɛfaay.
12.	Ɔye̩rɛ́w.	Ɔkye̩rɛ́wè̩.
13.	Wó̩dà.	Wó̩daày.
14.	Wɔkã́.	Wɔkãay.
15.	Osũá̩.	Osũáày.
16.	Mẽnṍm.	Mẽnõme̩e̩.
17.	Wokohṹ.	Wokohṹùy.
18.	Mṍgyè̩.	Mṍgye̩è̩.
19.	Ɔfe̩rɛ́.	Ɔfe̩rɛ́ɛ̀.
20.	Ɔmã́.	Ɔmãay.

Grammatical Drill B

Change to past positive.

1.	Mẽse̩rá mẽ́ papá.	I visit my father.
	Mẽse̩ráà mẽ́ papá.	I visited my father.
2.	Ohṹ mẽ.	He sees me.
	Ohũu mẽ.	He saw me.
3.	Ɔbá behũ mẽ.	He comes to see me.
	Ɔbaa behṹù mẽ.	He came to see me.
4.	Ɔbá sɛ́ɛ̍ obehṹ mẽ.	He comes purposely to see me.
	Ɔbaayɛ sɛ́ɛ̍ obehṹ mẽ.	He came purposely to see me.
5.	Mẽtɔ́ǹ̩ ntãmã́.	I sell clothes.
	Mẽtɔ́n̩ǹ̩ ntãmã́.	I sold clothes.
6.	Mĩbisa nõ.	I ask him.
	Mĩbisáà nõ.	I asked him.

7.	Ɔtɔ́ ạkutú.	He buys oranges.
	Ɔtɔɔ ạkutú.	He bought oranges.
8.	Mẹ̃dẹ ạkutú bẹrɛ́ nɔ̃́.	I bring him an orange.
	Mẹdẹ ạkutú bẹrɛ́ɛ̀ nɔ̃́.	I brought him an orange.
9.	Wúbùé ŋ̣hṍmã nṍ.	You open the book.
	Wúbùéè ŋ̣hṍmã nṍ.	You opened the book.
10.	Ɔbá °bɛgyẹ́ ŋ̣hṍmã.	He comes to get the book.
	Ɔbaayɛ bɛgyẹ́ẹ̀ ŋ̣hṍmã.	He came to get the book.

Lexical Drill A

1.	Mẽkɔɔ Ŋ̣kẹrãn nnɛ́ra.	I went to Accra yesterday.
2.	Mẹ̃tɔɔ káà fọ́fọ̍rọ wɔ Nkẹrãn nnɛ́ra.	I bought a new car at Accra yesterday.
3.	Mẽtɔɔ káà fọ́fọ̍rọ mãa mẹ̃ yẹ́rẹ.	I bought a new car for my wife.
4.	Matɔ́ káà fọ́fọ̍rọ ámã̀ mẽ yẹ́rẹ.	I have bought another car for my wife.
5.	Matɔ́ káà mạ́fìrı nẽ́ ñkyẽ́ñ.	I have bought a car from him.
6.	Watɔ́ káà ạ́fìrı nẽ́ ñkyẽ́ñ.	She has bought a car from him.
7.	Wabá sɛ́ɛ̍ ɔbɛtɔ́ káà ạ́fìrı nẽ́ ñkyẽ́ñ.	She has come purposely to buy a car from him.
8.	Wabá sɛ́ɛ̍ ɔbɛtɔ́ ntamã́ ámã̀ nẹ̃ bá.	She has come especially to buy clothes for her child.

9.	°Éèbíạ̀ ɔbɛ́tɔ ntãmã́ ámã̀ nẽ bá.	She may buy clothes for her child.
10.	Éèbíạ̀ ɔbɛ́tɔ ạkõññũạ́ fíe.	Maybe she will buy some chairs for the house.

New words

fọ́fọ̍rọ	new, another
ñkyẽ́ñ	side; from, apart, by, near
éèbíạ̀	perhaps, maybe

Lexical Drill B

1.	Mẽtɔ́ṇ̀ mẽ kóo̍koo̍ mã nõ.	I sell my cocoa to him.
2.	Mẽetɔ́ṇ̀ mẽ kóo̍koo̍ ã́mã̀ nõ.	I'm selling my cocoa to him.
3.	Mẽetɔ́ṇ̀ mĩ fíe áà ɛwɔ Ṇkẹrãn nṍ.	I'm selling my house at Accra.
4.	Mẽekɔsẹ́raà mĩ́ nṹạ nṍ áà ɔwɔ Ṇkẹrãn nṍ.	I visited my brother who is at Accra.
5.	Mẽekɔsẹ́raà mĩ́ nṹạ nṍ mmẹ́r(ẹ) áà ná mẽ̩wɔ Ṇkẹrãn.	I visited my brother when I was in Accra.
6.	Mĩkohṹù dɔ́kẹ̀ta nṍ mmẹ́r(ẹ) áà ná mẽwɔ Ṇkẹrãn nṍ.	I went to see the doctor when I was in Accra.
7.	Mĩkohṹù dɔ́kẹ̀ta nṍ és(ı)ạ̀nẹ sɛ́ɛ̍ ná mẽyarẹ́.	I went to see the doctor because I was sick.

8.	Mẽtẹráà fíe ésiàne sɛ́ɛ̍ ná mẽyarẹ́.	I stayed home because I was sick.
9.	Mẽtẹráà fíe kosí sɛ́ɛ̍ ɔbaayɛ.	I stayed home until he came.
10.	Mẽtwɛnṇ kosí sɛ́ɛ̍ ɔbaayɛ.	I waited until he came.

New words

kookóò, (kóo̍koo̍)	cocoa
abẹ́rẹ (pl. m-)	time
mmẹ́rẹ áà	when, (time that)
ésiȁnẹ	because, on account of
kosí	until, up to
twɛṇ	to wait

Lexical Drill G

1.	Ɔkɔ́ sọ́tɔɔ̀ mṹ.	He is gone to the store.
2.	Wabá firi sọ́tɔɔ̀ mṹ.	He has come back from the store.
3.	Wabá firi Koforídùạ.	He has come back from Koforidua.
4.	Masá̀ñ ábà Koforídùạ.	I have returned to Koforidua.
5.	Masá̀ñ ábà rẹbɛgyẹ́ mẽ́ hṍmã nṍ.	I have returned to get my book.
6.	Kofí rẹbɛgyẹ mẽ́ hṍmã́ nṍ.	Kofi has come to get my book.

7. Kofí áhwè̩hwɛ́ wo̩ dá mṹ yí ñyĩnã́ã.	Kofı has been lookıng for you all day.
8. Ám̀ma áhwè̩hwɛ́ wo̩ dá mṹ yí ñyĩnã́ã.	Amma has been lookıng for you all day.
9. Ám̀ma sũá̩à̩ Bo̩rɔfo̩kã́ wɔ Ghana.	Amma studıed Englısh ın Ghana.
10. Ɛde̩ɛ̃́n ntí na wúsũa̩a̩̍ Bo̩rɔfo̩kã́ wɔ Ghánà.	Why dıd you study Englısh ın Ghana?

Lexıcal Drıll D

1. Ɔyare̩sáfo̩̍ɔ nó sé̩ mẽ́n̩kɔda.	The doctor saıd I should go to bed.
2. Ɔyare̩sáfo̩̍ɔ nṍ sé̩ ɛsɛ sɛ́ɛ̍ ɔfá á̩dùru yí.	The doctor saıd ıt ıs necessary for hım to take thıs medıcıne.
3. Ɔyare̩hwɛ́fo̩̍ɔ nṍ sé̩ ɛsɛ sɛ́ɛ̍ ɔfá á̩dùru yí.	The nurse saıd he has to take thıs medıcıne.
4. Ɔyare̩hwɛ́fo̩̍ɔ nṍ sé̩ ɔ́mfa á̩dùru yí.	The doctor saıd he should take thıs medıcıne.
5. Nẽ bó̩àfó̩ɔ nṍ sé̩ ɔ́mfa á̩dùru yí.	Hıs assıstant saıd he should take the medıcıne.
6. Nẽ bó̩àfó̩ɔ nṍ baa behṹù nõ.	Hıs assıstant came to see hım.
7. Akye̩rɛkyé̩rɛ̀fó̩ɔ nṍ baa behṹù nõ.	The teachers came to see hım.
8. Akye̩rɛkyé̩rɛ̀fó̩ɔ nṍ baayɛ sɛ́ɛ̍ wobehṹ nõ.	The teachers were here purposely to see hım.

9.	Mẽ́ papá baayɛ sɛ́ɛ̍ obehṹ nṍ.	My father came especially to see him.
10.	Mẽ́ papá fırı Amẹ́rẹ̀ka ábà, na ɔwɔ Kumásẹ.	My father is back from America and he is at Kumasi.
11.	Mĩ́ nũ̍ạbarẹma̍ nṍ fırı Amẹ́rẹ̀ka ábà na ɔwɔ Kumásẹ.	My brother is back from America and he is at Kumasi.
12.	Mĩ́ nũ̍ạbarẹma̍ nṍ fırı Amẹ́rẹ̀ka ábà, na ɔwɔ Kumásẹ séi̍sei̍.	My brother has already come back from America and he is (living) at Kumasi now.

5. /bɛ- ~ be-/, 'come in order to', 'come for', is used to form compound verbs, e.g., /mẽ́bɛgyẹ́/, 'I come to get'. /bɛ-/ expressing purpose has a low tone unless preceded by a perfect prefix /a-/, then it has high tone. /bɛ́-/ indicating future is always high and is followed by a high.

/ba/, 'come' may precede a compund verb beginning with the /bɛ-/ of purpose, e.g., /Ɔbá behũ mẽ/, 'He comes to see me'. If /sɛ́ɛ̍/ occurs between /ba/ and /bɛ-/, the verb with /bɛ-/ also has a subject and the meaning is emphatic, e.g., /Ɔbaayɛ sɛ́ɛ̍ obehṹ mẽ/, 'He comes purposely or especially to see me'. Compare note 2.

/bɛ- ~ be-/ also is used to express ingressive aspect, i.e., 'about to', e.g., /mĩıbedídı/, 'I am about to eat'. Ingressive /bɛ- ~ be-/ occurs only with the progressive form of the verb. /bɛ- ~ be-/ expressing purpose occurs with the habitual or simple form of the verb.

/bɛ-/ is usually //be//, e.g., /mẽ́bɛgyẹ/ is //mebegye//.

6. /kɔ/ also means, 'to go with', 'match', 'suit', as /Éèbía̩ ɔbɛ́tɔ akoñguá̩ ákɔ̀ fíe/, 'Maybe she will buy some chairs to go with the house', i.e., chairs which will go well with the furnishings already in the house.

7. In a sentence like that in Lexical Drill A, sentence 5, where there is an object after the first verb, the consecutive form has a high tone prefix and may also have a first person singular pronoun prefix. See also Unit 5, note 4.

8. /éèbía̩/ is //ébia//. //éèbía̩//, 'perhaps', 'maybe', also corresponds to English 'may', e.g., /éèbíà ɔbɛ́tɔ/, translates 'Maybe she will buy' or 'She may buy'.

9. Stative verbs, i.e., verbs which refer to a state or condition, are usually not inflected for tense. A number of suppletive forms or periphrastic constructions are employed. Compare Unit 5, note 13.

Past time may be indicated in a stative verb by putting /ná/ at the beginning of the sentence or immediately after the conjunction if the stative verb occurs with other than the first grammatical subject of the sentence. If past time is clear from context /ná/ does not always occur. See Lexical Drill B, sentences 5, 6, 7, and 8 for examples of the stative verbs /wɔ/ and /yare̩/. See also Unit 11, note 10.

/ná/ is also used with the progressive aspect to indicate both past and future. Context has to tell whether /ná mẽekɔtɔ́/ is 'I was going to buy' or 'I will be going to buy'.

/ná/ occur at the beginning of a sentence before any simple present verb and means 'used to'.

10. /Amé̩rè̩ka/ is //Amerika//.

Unit 11

Basic Dialogue

	-A-	
	wọ	to beget, give birth to
1	Ɛhẽ́fá̍ na yɛwọ́ọ̀ wọ?	Where were you born?
	-B-	
2	Yɛwọ́ọ̀ mẽ wo Kumásẹ.	I was born at Kumase.
	-A-	
	afẹ́ (pl. mfíe)	year
	ahẽ́	how many, how much
3	Mfíe áhẽ̀ na wạ́di?	How old are you? ('Years how many then you have used up?')
	-B-	
	ạduasã́	thirty
4	Mạdí mfíe ạduạsã́.	I'm thirty years old.
	-A-	
	ạdwúma (ạ́dwu̍ma) (pl. ññw̆úma)	work, occupation
5	Ɛdẹɛ̃́ñ ạ́dwùma na wọ́yɛ?	What's your occupation? ('What kind work then you do?')
	-B-	
	abã́ñ (ábã́ñ) (pl. m-)	a large or strong building, the government
6	Mẽyɛ́ ábã̀ñ ạ́dwùma.	I work for the government.

-A-

	tẹ	to lıve, dwell
7	Ɛhẽ́fã́ na wọ́tẹ̀?	Where do you lıve?

-B-

8	Mẽtẹ Tamalẹ.	I lıve at Tamale.

Grammatıcal Drıll A

Change to perfect posıtıve.

1.	Yɛkɔ́.	Yakɔ́.
2.	Ohṹ.	Wạhṹ.
3.	Mĩdıdí.	Mạdídı.
4.	Wọ́yɛ.	Wáyɛ̀.
5.	Wɔtɔ́ǹ̩.	watɔ́ǹ̩
6.	Mṹbìsá.	Mạ́bìsá.
7.	Ɔba.	Wabá.
8.	Mẽhwɛ́.	Mahwɛ́.
9.	Mẽtɔ́.	Matɔ́.
10.	Wɔnṍá.	Wanṍa
11.	Yɛfá.	Yafá.
12.	Ɔkyẹrɛ́w.	Wakyẹ́rɛẁ.
13.	Wọ́dà.	Wáda.
14.	Wɔkã́.	Wakã́
15.	Osṹạ́.	Wạsṹạ.
16.	Mẽ̩nṍm.	Manṍm.
17.	Wúkòhṹ	Wạ́kòhū

18. Mŏ́gye̩.	Mágyè̩
19. Ɔfe̩rɛ́.	Wafé̩rɛ.
20. Ɔmắ.	Wamắ.

Question and Answer Drill A

1. Dá bɛ̆́n na wɔwo̩o̩ wo̩?	What day were you born?
Wɔwo̩o̩ mĕ Efíeda.	I was born on Friday.
2. Ɛhĕ́fắ̍ na wó̩tè̩ á̩fèɪ?	Where are you living now?
Mĕte̩ Tamale̩ á̩fèɪ.	I'm living at Tamale now.
3. Ɛde̩ɛ̆́n ntí wó̩kɔ kohṹu dɔ́kè̩ta?	Why did you go see the doctor?
Mĕkɔ́ kohṹu dɔ́kè̩ta esĩ́á̩nè̩ sɛ́ɛ̍ ná mĕyaré̩.	I went to see the doctor because I was sick.
4. Ɛde̩ɛ̆́n ntí wó̩sã́ñ báayɛ̀?	Why did you come back?
Mĕsã̆́ñ báayɛ sɛ́ɛ̍ mĩɪbehŭ́ wo̩.	I came back to see you.
5. Ɛhĕ́fắ̍ na yɛwó̩ò̩ wo̩?	Where were you born?
Yɛwo̩o̩ mĕ wo Kumáse̩ ayare̩sábe̩̍a.	I was born at Kumase hospital.
6. Ɛhĕ́fắ̍ na yɛwo̩o̩ nŏ́?	Where was he born?
Yɛwɔ̩́ɔ̩̀ nŏ́ wɔ ayare̩sábe̩̍a áà ɛwo Kumáse̩.	He was born at the hospital in Kumase.

7.	Mfíe áhẽ́ na wǫ bá ądí?	How old is your child?
	Mẽ bá ądí afę́.	My child is a year old.
8.	Ɛhẽ́fã́ na wǫ́yɛ ą́dwùma?	Where do you work?
	Mẽyɛ́ ą́dwùma wɔ Tą́kòrądí.	I work at Takoradi.
9.	Wǫ́yɛɛ̀ ądwúma mãa nṍ?	Did you use to work for him?
	Ą́ą̀ñ, mẽyɛ́ɛ̀ ądwúma mãa nṍ.	Yes, I used to work for him.
10.	Mfíe ahẽ́ wą́dì wɔ há?	How long have you been here?
	Mądí afę́ wɔ há.	I have been here a year.

Lexical Drill A

1.	Ná mẽ nã́ñ yɛ mẽ yá nnɛ́ra.	My leg hurt yesterday.
2.	Opıráà nẽ nã́ñ nnɛ́ra.	He hurt his leg yesterday.
3.	Opıráà nẽ nã́ñ ansã́ na mĩıbedú hɔ́.	He hurt his leg before I arrived.
4.	Ná ɔwɔ hɔ́ ansã́ na mĩıbedú hɔ́.	He was there before I arrived.
5.	Mĩnĩm sɛ́ɛ̍ ná ɔwɔ hɔ́.	I know that he was there.
6.	Mĩnĩm sɛ́ɛ̍ ɔwɔ hɔ́.	I know he is there.
7.	Ɔsę́ ɔwɔ hɔ́.	He said he was there.
8.	Ɔsé wɔwɔ hɔ́.	He said they were there.
9.	Ná mĩnĩm sɛ́ɛ̍ wɔwɔ hɔ́.	I know they were there.
10.	Ná mĩnĩm sɛ́ɛ̍ ɔwɔ hɔ́.	I know he was there.

New words

pirá	to injure, be injured
ansã́	first, at first, meanwhile
ansã́ na	before (in time)
du, duru	to descend, arrive

Pattern Drill A

1.	Ma̩dídi á̩w̌ìe.	I have finished eating.
2.	Makẽ́ñkãñ á̩w̌ìe.	I have finished reading.
3.	Makyé̩rɛw á̩w̌ìe.	I have finished writing.
4.	Mayɛ́ á̩dwùma áw̌ìe.	I have finished working.
5.	Masṹa̩ ádè̩ á̩w̌ìe.	I have finished studying.

Pattern Drill B

1.	Ma̩w̌íè a̩didí.	I have finished eating
2.	Ma̩w̌íè akẽñkã́ñ.	I have finished reading.
3.	Ma̩w̌íè akye̩rɛ́w.	I have finished writing.
4.	Ma̩w̌íè a̩dwúmayɛ.	I have finished working.
5.	Ma̩w̌íè a̩desṹa̩.	I have finished studying.

Pattern Drill C

1.	Ɔsé̩ mẽ́mmara.	He said I should come.
2.	Ɔsé̩ mẽ̩mmá.	He said I shouldn't come.
3.	Ɔsé̩ mẽ́nto bí.	He said I should buy some.
4.	Ɔsé̩ mẽ̩nntó bí.	He said I shouldn't buy any.
5.	Ɔsé̩ mẽ̩́ŋko fíe.	He said I should go home.

6. Ɔsẹ́ mẽŋkó fíe.	He said I shouldn't go home.
7. Ɔsẹ́ mẽ́nsũạ.	He said I should learn it.
8. Ɔsẹ́ mẽnsũạ́.	He said I shouldn't learn it.
9. Ɔsẹ́ mẽ́ŋkɔda.	He said I should go to bed.
10. Ɔsẹ́ mẹ̃ŋkɔdá.	He said I should not go to bed.

Question and Answer Drill B

1. Bẹ́rẹ ạ́dù?	Is it time?
Dạạbí, bẹ́rẹ nnúùyɛ.	No, it isn't time yet.
2. Ná wọ́yɛ̀ sukúùnı́ wɔ Ghánà?	Were you a student in Ghana?
Dạạbí, ná mẹ̃ñyɛ́ sukúùnı́ wɔ Ghánà.	No, I wasn't a student in Ghana.
3. Mfíe ahẽ́ na wátẹnã há?	How long have you lived here?
Matẹ́nã há fırı mmẹ́r(ẹ) áà yɛwọọ mẹ̃.	I have lived here since I was born.
4. Ɛhẽ́ na ná wọ́wɔ̀ Ghánà?	Where were you in Ghana?
Ná mẽ́wɔ Nsawam.	I was at Nsawam.
5. Mmẹ́rẹ bẽ́n na ná wọ́wɔ̀ Kumásẹ?	When were you in Kumasi?
Ná mẽ́wɔ Kumásẹ Kwạsı́èda.	I was in Kumasi Sunday.
6. Ɛhẽ́ na wɔtẹ?	Where do they live?
Ɛhá na wɔtẹ.	Here /is where/ they live.
7. Wạ́wı̃è ạdwúmayɛ?	Have you finished working?
Mfıbew̃ıé ạ́dwùmayɛ́.	I am about to finish working.

8.	Ɛhẽ́fã́ na ɔte̩ á̩fèı?	Where does he lıve now?
	Fíe yí mṹ na ɔte̩ á̩fèı.	Thıs ıs the house where he lıves now.
9.	Hẽ́na na a̩búe báè̩ge̩ nṍ?	Who has opened the bag?
	Mĩnnĩ́m ne̩a obuéè báè̩ge̩ nṍ.	I don't know who opened the bag.
10.	Mmé̩re̩ bɛ̃́n na ɔterã́à há?	When dıd he lıve here?
	Ɔte̩rã́ã̀ há nẽ́ mmo̩fáraasè̩.	He lıved here durıng hıs chıldhood.

New words

ɛhẽ́na (pl. -nṍm)	who, whom, whose
báè̩ge̩	bag, sack, brıefcase
mmo̩fáraasè̩	chıldhood

Notes

1. One of the names whıch every Akan chıld receıves corresponds to the name of the day of the week he was born on.

	Day	Male	Female
Sunday	Kwa̩sıéda	Kwa̩sí	A̩kósua̩
Monday	Dwó̩ɔ̀da	Kwadwó̩	Adwó̩à
Tuesday	Be̩nada	Kwabe̩ná	Ábe̩naa
Wednesday	Wúkuoda	Kwa̩kú	A̩kúà̩
Thursday	Yáwɔ̀da	Yaw	Yaá
Frıday	Fíèda	Kofí	Afúà̩
Saturday	Mé̩mè̩ne̩da	Kwámè̩	Ám̀ma

2. The third person plural is also sometimes used with a passive meaning, e.g., /wɔwo̩o̩ mẽ̆/, 'I was born', literally, 'they bore me'. Compare Unit 5, note 8 and Unit 7, note 14.

3. /Ɔwɔ ayare̩sábe̩̍a áà ɛwɔ Ŋ̩ke̩rã́ñ/, 'He is at the hospital in Accra' must have the relative pronoun /áà/ and a subject with the second /wɔ/. Speakers of English often make the error of omitting /áà ɛ-/. Question and Answer Drill A, sentence 6.

4. Clauses beginning with conjunctions usually occur after another clause. If a clause beginning with a conjunction occurs first in a sentence, then it has slightly more emphasis.

5. /Ná mĩnĩm sɛ́ɛ̍ ɔwɔ hɔ́/ is either 'I know or knew he was there'. (Lexical Drill A, sentence 10.)

6. In Pattern Drill A, the perfect followed by the consecutive of /w̃ié/, 'finish' is used to express completion, e.g., /Ma̩dídi áw̌ìe/, 'I have finished eating', literally 'I have eaten to finish'. In Pattern Drill B, the perfect of /w̃ié/ followed by verbal noun is used to express completion, e.g., /Ma̩w̌íè a̩didí/, 'I have finished eating'.

Verbal nouns are marked by a low-tone /a- ~ a-/ prefix to the verb stem which has the same tones as the simple present. There are also compound verbal nouns, which are composed of a noun plus a verb, e.g., /a̩dwúmayɛ/, 'working', literally 'work-doing'. In compound verbal nouns, there is no /a- ~ a̩-/ prefix unless the noun of the compound has this prefix in isolation. Compare the examples in Unit 7, Question and Answer Drill B.

Immediate past is expressed by adding /sée̍sei̍/ or /sée̍sei̍ áà/ to these constructions, e.g., /Ma̩w̌íè a̩didí sée̍sei̍/, 'I have just eaten', or /Ma̩w̌íè a̩didí sée̍sei̍ áà/, 'I have eaten just now'. If /áà/ occurs, the time elapsed between the completion of the action and the present is even less than that when /sée̍sei̍/ alone is used.

7. Indirect quotation of commands is expressed by the subjunctive if the command is positive; but if the command is negative, the present negative is used in the first and third persons and the imperative negative in the second person, e.g., /Ɔsé̩ mɛ́ǹ̩kɔ́/, 'He said I shouldn't go', /Ɔsé̩ ɛ́ǹ̩kɔ́/, 'He said you shouldn't go', /ɔse ɔ́ǹ̩kɔ́/, 'He said he shouldn't go'. See Pattern Drill C.

8. /te̩/, 'to be sitting', 'to be dwelling or living', 'to exist', is a stative verb and occurs only in the present or simple stem and with /ná/.

/te̩ná/, /te̩rá/, 'to sit down', 'come to a sitting position', 'live', 'stay', 'remain' is usually employed if a starting or ending point is indicated.

Compare sentence 3 and 6 of Question and Answer Drill B. Sentence 6 employs /te̩/ to refer to an existing condition with no reference to beginning or end; but sentence 3 uses /te̩ná/ to refer to a specific period, viz., from the time you began to live here until the present. /tená/ also is used to describe temporary location, i.e., 'to remain', 'stay', and conditions which do not obtain at the present, e.g., 'used to live', 'will sit'. See also Question and Answer Drill B, sentence 10.

9. If there is an emphatic word or phrase followed by /na/ at the beginning of the sentence, /ná/ indicating past tense and/or emphasis for the verb comes after /na/ and not initially as is the usual case. See Question and Answer Drill B, sentences 4 and 5.

10. In Twi, as in English, initial position in the sentence is the position of prominence. Any element which is to be emphasized can be moved to the beginning of the sentence and /na/ placed after it to give it prominence. Compare /Wɔte̩ há/, 'They live here', and /Ɛhá na wɔte̩/, 'Here /is where/ they live'; in the second example here is emphasized.

11. /ɛhêna/ is an interrogative personal pronoun, and it is only used to ask questions. /nẹa/ is a relative pronoun or conjunction meaning, 'the one who', 'the one that', 'he who', 'he whose', 'where', and is used to introduce relative clauses. Compare the question and answer of Question and Answer Drill B, sentence 9. See also Unit 6, Lexical Drill F.

12. /asẹ/ when the last element of a nominal compound also means 'the time of or during', e.g., /mmọfáraasẹ̀/, 'childhood', 'the time when a child'.

13. Most nouns with a low prefix and a high first stem vowel have a high prefix and low stem vowel when occurring after a high tone verb, e.g., /ɔyɛ́ ạ́dùma/, 'He works'.

Unit 12

Basic Dialogue

	-A-	
	bɔ	to hit, strike
1	Abɔ́ sɛ̃ñ?	What time is it?
	-B-	
	ɔdɔ́ŋ̣ (nɔ̍ŋ̣) (pl. n-)	bell
	nsĩ́ạ	six
2	Abɔ́ nnón nsĩ́ạ.	It is six o'clock.
	-A-	
	ɛy(ɛ́) áà	usually
3	Ɛy(ɛ́) áà bẹ́rẹ bɛ̃́n n(a) ɔbá?	When does he come?
	-B-	
	dáa	always
	pa	to pass by, move along
	mẹ́nẹ̀tẹ́, mẹ́rẹ̀tẹ́ (pl. m-)	minute
	ạduonu	twenty
4	Ɔbá dáa nnón nsĩ́ạ ápà hṍ mmẹ́rẹ̀tẹ́ ạduonũ.	He always comes at 6:20.
	-A-	
	gyina	to stand still, stop, halt
5	Ɛdẹ̃́n ntí na ɛy(ɛ) áà ɛmã́ ogyiná wɔ há?	Why does he stop here?

-B-

6 Ogyiná wɔ há didí. He stops here and eats.

-A-

7 Odí mmẹ́r(ẹ) áhȅ? How long does he stay?

-B-

8 Odí bɛ́yɛ mmẹ́rẹ̀tẹ́ dúnnű He stays about fifteen minutes.

Notes

1. In a number of words /n/ alternates with /r/ between vowels, as in /mẹ́nẹ̀tẹ́/ or /mẹ́rẹ̀tẹ́/ and /tẹnạ̋/ or /tẹrạ̋/.

2. Another common word for 'minute' is /simmá/. /mẹ́nẹ̀tẹ́/ is //minití//.

3. /gyina/ is not followed by the consecutive form, e.g., /Ogyina wɔ há didi/, 'He stops here and eats'.

4. One of the meanings of /yɛ/, 'to be', is 'to amount to', 'come to', 'total to', e.g., /wɔyɛ dú/, 'There are ten of them'. Though /yɛ/ is a stative verb, it does have a future form, which has a specialized meaning of 'about', 'approximately', e.g., /wɔbɛ́yɛ dú/, 'There are about ten of them'; however, if a price is quoted, /bɛ́yɛ/ does not mean 'approximately', but 'the total is'.

Lexical Drill A

baakő, biạkő	1
mmienű, ạbiẹ́ṇ	2
mmiensa̋, abiɛsa̋	3
ɛnna̋n	4
enűm	5

ensĩạ́	6
ɛnsṍŋ	7
ɛŋwɔtwẹ́	8
⊙ɛŋkọrṍŋ	9
edú	10
dúbàakṍ	11
dúmìenṹ	12
dúmìensã́	13
dúnnã̍ñ	14
dúnnũ̍m	15
dúnsĩ̍a	16
dúnsõ̍ŋ	17
dúŋwɔ̀twẹ́	18
dúŋkọrõ̍ŋ	19
ạduonũ	20
⊙ạduonṹbàakṍ	21
ạduonṹmi̍enũ	22
ạduonṹmi̍ensã	23
ạduonṹnã̍ñ	24
ạduonṹnũ̍m	25
ạduonṹnsĩ̍ạ	26
ạduonṹnsõ̍ŋ	27
ạduonṹŋwɔ̍twẹ	28
ạduonṹŋkọ̍rõŋ	29
ạduạsã́	30
ạduạnã́ñ	40

ạduonṹm	50
ạduosĩ́ạ	60
ạduosṍŋ	70
ạduowɔ́twẹ	80
ạduokọrṍŋ	90
ɔha	100
ɔhá nẹ́ baakṍ	101
ɔhá nẹ́ du̍	110
ạhạạnṹ	200
apẹ́m (pl. m-)	1000

Pattern Drill A

Read the numbers horizontally.

a.	18	80	28	b.	40	50	4	5
	17	70	27		14	15	45	54
	16	60	26		60	70	6	7
	15	50	25		16	17	67	76
	14	40	24		20	30	2	3
c.	19	90	29	d.	36	63	33	66
	16	15	13		25	52	22	55
	20	50	40		67	76	77	66
	25	22	27		19	99	9	11
	38	68	18		8	88	38	78

e.	200	102	202	f.	200	300	400
	600	604	640		1500	1600	1700
	317	307	371		1808	1919	2000
	869	879	829		1962	2116	2473
	403	402	430		7847	5353	4962

Lexical Drill B

1.	Baakő (ɛ́)ne̋ baakő yɛ mmienű.	1 and 1 is 2
2.	Mmienű nẹ̋ mmienű yɛ nna̋ñ.	2 and 2 is 4
3.	Mmiensa̋ nẹ̋ mmiensã yɛ nsĩ́ą.	3 and 3 is 6
4.	Ɛnna̋ñ nẹ̋ nna̋ñ yɛ ŋwɔtwę́.	4 and 4 is 8
5.	Enűm nẹ̋ enűm yɛ dú.	5 and 5 is 10
6.	Ensĩ́ą né nsĩ́ą yɛ dúmìenű.	6 and 6 is 12
7.	Ɛnsőŋ né nsőŋ yɛ dúna̋ñ.	7 and 7 is 14
8.	Ɛŋwɔtwę́ nẹ̋ ŋwɔtwę́ yɛ dúnsi̋ą.	8 and 8 is 16
9.	Ɛnkǫrőŋ ne̋ nkǫrőŋ yɛ dúŋwɔ̀twę.	9 and 9 is 18
10.	Edú nẹ̋ dú yɛ ąduonu.	10 and 10 is 20

Lexical Drill C

1.	Wóyì mmiensa̋ firi ensĩ́ą mű áà, ɛká mmiensa̋. ('When three is from six's whole, it remains three.')	6 minus 3 is 3
2.	Wóyì dú firi ąduąsa̋ mű áà, ɛká ąduonu.	30 minus 10 is 20
3.	Wóyì nna̋ñ firi ɛŋkǫrőŋ mű áà, ɛká enűm.	9 minus 4 is 5

3

4.	Wóyı̀ ŋwɔtwę́ fırı dúmı̀enű mű áà, ɛká ɛnna̋ñ.	12 mınus 8 ıs 4
5.	Wóyı̀ nsı̃ą́ fırı dúnso̍ŋ mű áà, ɛká dúbàakő.	17 mınus 6 ıs 11
6.	Wóyı̀ dúnu̍m fırı ąduonŭ mű áà, ɛká enűm.	20 mınus 15 ıs 5
7.	Wóyı̀ ŋwɔtwę́ fırı ąduonűna̋ñ mű áà, ɛká dúnsı̍ą.	24 mınus 8 ıs 16
8.	Wóyı̀ ąduosı̃ą́ fırı ąduosőŋ mű áà, ɛká edú.	70 mınus 60 ıs 10
9.	Wóyı̀ ąduąna̋nna̍n fırı dúbàakő mű áà, ɛká ąduąsa̋mı̍ensa̋.	44 mınus 11 ıs 33
10.	Wóyı̀ ąduosı̃ą́ŋwɔ̍twę fırı ąduosőŋ mű áà, ɛká mmıenű.	70 mınus 68 ıs 2

New words

/(Sɛ)....áà/	See note 7.
ka	to remaın, be left

Question and Answer Drıll A

1.	Mfıé áhȅ ní áà wǫ́bɛtęrãa há?	How many years has ıt been sınce you lıved here?
	Mfıé dú ní áà mĕbɛ́tęrãa há.	It has been ten years sınce I have lıved here.

2. Mfíe áhẽ̀ ní áà ɔkɔɔ Amẹ́rẹ̀ka?	How long ago dıd he leave for Amerıca?
Ɔkɔɔ Amẹ́rẹ̀ka mfíe nã́ñ ní.	He left for Amerıca four years ago.
3. Ebédı mfíe áhẽ̀ na wọ́bɛsãñ ábà Ghánà?	How long wıll ıt be untıl you return to Ghana?
Médı mfíe mmıenṹ ansã́à na mɛ́ba Ghánà.	It wıll be two years untıl I return to Ghana.
4. Nnípa ahẽ́ na ɛwɔ dã́ñ mṹ hɔ́?	How many people are there ın that room?
Wɔbɛ́yɛ nnípa ạduạnṹm na ɛwɔ dã́ñ mṹ hɔ́.	There are about fıfty people ın that room.
5. Nnípa áhẽ̀ pɛ́ n(a) ɛɛbá?	Exactly how many are comıng?
Wɔbɛ́yɛ ạduạnṹm pɛ́pɛɛpɛ na ɛɛbá.	There wıll be exactly fıfty.
6. Sıká áhẽ̀ na wọ́wɔ̀?	How much money do you have?
Mẽwɔ pɔ́ŋ baakɔ̃́ pɛ́.	I have exactly one pound.
7. Efí Ŋkẹrạ̃ñ kɔ́ Kumásẹ bɛ́yɛ akwã́ñsı̃́ñ áhẽ̀?	How many mıles ıs ıt from Accra to Kuması?
Efí Ŋkẹrạ̃ñ kɔ́ Kumásẹ ɛbɛ́yɛ akwã́ñsı̃́ñ ɔhá ní ạduonũ.	It's about 120 mıles from Accra to Kuması.

8. Sɛ wúfì Ŋ̩ke̩rãñ Kumáse̩ áà, edí mmé̩r(e̩) áhȅ?	How long does it take to get from Accra to Kumasi?
Sɛ wúfì Ŋ̩ke̩rãñ re̩kɔ Kumáse̩ áà, edí nnɔn̩hwé̩re̩̍w n̩ko̩ró̃n̩.	It takes nine hours from Accra to Kumasi.
9. Wúgyinaà há ákyɛ̀?	How long have you been standing here?
Ma̩gyína há mmé̩rè̩té̩ nṹm pɛ́.	I've been standing only five minutes.
10. Wo̩te̩nã́à há ákyɛ̀?	How long have you been waiting?
Mate̩nã́ há mmé̩rè̩té̩ nṹm ní.	I've only been waiting some five minutes.

New words

ne̩	to be, (See note 6.)
bɛte̩rã́	to come, sit down; settle, take up a habitation
pɛ́	exactly, only, precisely, thoroughly
ɔkwã́ñ (pl. a-)	road, path; way, method; opportunity
esín̩ (pl. a̩sin̩sín̩)	part, piece, fragment, remnant
ɔkwãnsín̩ (pl. a-)	mile
te̩ré̩ǹ̩	train
hwe̩ré̩	to consume, use up, pass time

dɔŋhwé̩re̩w (pl. n-)	hour
kyɛ	to continue, endure, last

Pattern Drill B

Nnɔ́n mmienű ábɔ̀ ápà hő mmé̩nè̩té̩ dúnnűm.	It's 2:15. It's fifteen after two.

Read the following times in Twi.

6:20

5:10

2:00

4:05

12:30

7:15

8:40

9:50

1:05

3:35

10:45

11:55

7:35

2:10

6:25

12:50

9:00

4:30

5:45

3:50

Pattern Drill C

Aká mmé̩rè̩té̩ dú na y(ɛ) ábɔ̀ dɔ́ŋ ko̩ro̩.	It's ten minutes until one.

Read the following times in Twi.

1:35

11:50

7:45

8:55

9:42

2:53

6:33

10:45

3:57

4:50

5. Compound numerals are written in the orthography as two words; but they are written here as one word because they are compounds as shown by their tone sandhi, i.e., tone differences which occur in combination, e.g., /a̩duonűbàakő/ is //aduonu baako//. Tone sandhi of compounds will be discussed in detail in a later chapter.

Compound numerals between thirty and one hundred have the same tone pattern as that used in combination with twenty, i.e., /a̩duonű/. See Lexical Drill A.

6. /(ɛ)nko̩rőŋ̩/ is //nkron//.

7. /sɛ/ at the beginning of a clause followed by /áà/ at the end of a clause means, 'if', 'when', 'whenever', 'on the occasion that'. Quite often the /sɛ/ is omitted, but the meaning is still the same.

8. /ní/ is a contraction of /ne̩ eyí/, 'is this', e.g., /Pɛ́nsè̩re̩ ní/, 'Here is a pencil', 'This is a pencil'. See also Question and Answer Drill A, sentences one and two.

/ne̩ nő/ contracts to /ne̩ŋ̩/.

/ne̩/ means 'to be', 'consist of', 'be identical with', e.g., /Ɔné̩ kɛsé̩ɛ/, 'He is great', 'He is the great one', (and no other is as great); but /ɔyɛ́ kɛsé̩ɛ/, 'He is great', (and there are also others who are as great).

9. /dɔ́ŋ̩ ko̩ro̩/ and /dɔ́ŋ̩ ko̩/ are alternate forms of /dɔ́ŋ̩ baakő/.

Unit 13

Basic Dialogue

-A-

	ɔbọ́ɔ (bọ̍ɔ) (pl. a-)	price; stone; kernel, seed
1	Nẽ́ bọ̍ɔ y(ɛ) ahẽ́?	How much is this?

-B-

	°sírẹ̀ŋ	shilling
2	Nẽ́ bọ̍ɔ yɛ sírẹ̀ŋ mmienṹ.	It's 2 shillings.

-A-

	búùku, búu̍kuu̍	book
	kɔkɔɔ́	red
3	Búùku kɔkɔɔ́ nṍ y(ɛ) ahẽ́?	How much is this red book?

-B-

4	Pɔ́n baakṍ ní sírẹ̀ŋ dú.	One pound and ten shillings.

-A-

	fa	to take, grasp, seize
5	Fa ɛnṍ mã́ mẽ.	Give me that one.
	akọ́kɔsẹràdẹ́ɛ	yellow
	kẹ́raàtaá (pl. ŋ-)	paper
6	Mã mẽ akọ́kɔsẹràdẹ́ɛ kéraàtaá ńsọ bí.	Give me some yellow paper too.

-B-

	hwẹhwɛ́	to look for, look after
7	Ahẽ́ na wọ́hwẹ̀hwɛ́?	How much do you want?

-A-

	bo̩aá	bundle, bunch
8	Mắ mĕ̃ bo̩aá.	Give me a package.
	ñyĩnắa	all
	ní ñyĩnắa	all of it
9	Nĩ́ ñyĩnắa bó̩ɔ bɛ́yɛ ahế?	How much is the total price?

-B-

10	Nî ñyĩnắa bó̩ɔ bɛ́yɛ pɔ́ŋ̩ mmienŭ́.	That will be 2 pounds altogether.

Notes

1. /Nê bo̩̍ɔ ahế?/, 'How much /is/ this?', is also very common.

2. /sírè̩ŋ̩/ is often /sírè̩/ or /sé̩rɛ̀/ and is //srɛ//.

3. Languages divide up the color spectrum in different ways. These are the most common color terms with their approximate equivalents in English:

kɔkɔɔ́	red, reddish or chocolate brown, orange, purple
tuntúm	black; dark shades of blue, green, brown, gray, or tan; very dark red
fí̩taa	white, (clear)
fúfuo	white
akó̩kɔse̩ràdéɛ	yellow, light tan
ahabãmmŏ́nṍ	green
°bíruù	blue

/kɔkɔɔ́/, /tuntuḿ/, /fítaa/, and /fúfuo/ are adjectives and follow their nouns, as other adjectives do. /akọ́kɔsẹràdẹ́ɛ/ and /ahabãmmɔ̃́nɔ̃/ are compound nouns and precede their nouns. /akọ́kɔ̍/, 'chicken' plus /sẹradẹ́ɛ̍/, 'fat', 'grease' indicates 'the color of hen's fat', i.e., 'yellow'. /ahabãñ́/, 'leaf', 'foilage', plus /amɔ̃́nɔ̃/, 'fresh', 'green', 'unripe', indicates 'the color of fresh leaves', i.e., 'green'.

Light shades are indicated by a following /°kakẹrá/, 'little', 'small', e.g., /ahabãmmɔ̃́nɔ̃ kakẹrá/, 'light green'. With adjectives only, reduplication is used to indicate dark shades, e.g., /tuntuuntuḿ/, 'very black', /fitạfita/, 'very white', /kɔkɔɔkɔ/, 'brilliant red', 'dark red'. The double vowel may be lengthened to several times its usual length to show more intensity of color. The longer the vowel, the darker or more intense the color.

4. /akọ́kɔsẹràdéɛ/ is //akoksrade//.
/kẹ́raàtaá/ is //kraataa//.
/ní/, 'and', 'with', is //ne//.
/kakẹrá/ is //kakra//.
/bíruù/ is //bruu//.

Question and Answer Drill A

1. Nɛ́ bọ̍ɔ yɛ sɛ̃́n?	How much is this?
Nɛ̃́ bọ̍ɔ yɛ tạkú.	It is a sixpence.
2. Ŋ̩hɔ̃́mã yí bọ̍ɔ yɛ sɛ̃́n?	How much is this book?
Ŋ̩hɔ̃́mã yí bọ̍ɔ yɛ pɔ́ŋ kɔ̃́.	This book is one pound.
3. Ntãmã́ yí bọ̍ɔ yɛ sɛ̃́n?	How much is this ntama?
Ntamã́ yí bọ̍ɔ yɛ pɔ́ŋ mmiensã́.	This ntama is three pounds.

4.	Pɛ́nsẹ̀rẹ yí bọ̍ɔ yɛ sɛ́ñ?	How much is this pencil?
	Pɛ́nsẹ̀rẹ yí bọ̍ɔ yɛ *tọrɔ́*.	This pencil is a threepence.
5.	Ɔpɔ́ñ yí bọ̍ɔ yɛ sɛ́ñ?	How much is this table?
	Ɔpɔ́ñ yí bọ̍ɔ yɛ *pɔ́ŋ dú*.	This table is ten pounds.
6.	Kẹ́raàtaá yí bọ̍ɔ yɛ sɛ́ñ?	How much is this paper?
	Kẹ́raàtaá yí bọ̍ɔ yɛ *sẹmpọá*.	This paper is a sixpence.
7.	Ɔsẹ́ka̍ñ yí bọ̍ɔ yɛ sɛ́ñ?	How much is this knife?
	Ɔsẹ́ka̍ñ yí bọ̍ɔ yɛ *pɔ́ŋ mmıensá*.	This knife is three pounds.
8.	Kyɔ́ɔ̀ku yí bọ̍ɔ yɛ sɛ́ñ?	How much is this chalk?
	Kyɔ́ɔ̀ku yí bọ̍ɔ yɛ *tạkufá*.	This chalk is a sixpence.
9.	Ofíe yí bọ̍ɔ yɛ sɛ́ñ?	How much is this house?
	Ofíe yí bọ̍ɔ yɛ *pɔ́ŋ pẹ́m núm*.	This house is 5,000 pounds.
10.	Ɛdɔ́ñ yí bọ̍ɔ yɛ sɛ́ñ?	How much is this bell?
	Ɛdɔ́ñ yí bọ̍ɔ yɛ *sírẹ̀ŋ ạduạsá*.	This bell is thirty shillings.

New words

ɔpɔ̋ŋ (pl. a-)	door, gate; table, desk; meal, feast
ɔsẹ́kắñ (sẹ̍kắñ) (pl. a-)	knife, razor
kyɔ́ɔ̀ku, kyɔ́ɔ̀kọ	chalk
tạkú, tạkufa̋ (pl. n-)	sixpence
tọrɔ́, tẹrɔ̋	threepence
sẹmpọá	sixpence
kápẹ̀rɛ	penny

Question and Answer Drill B

1.	Wúdìi na ahe̋ wɔ Ạburokyíri?	How long did you spend in Europe?
	Mĩdii mfíe na̋ñ wɔ Ạburokyíri.	I spent four years in Europe.
2.	Wákɔ̀ Ạburokyíri pɛ́ŋ?	Have you been to Europe before?
	Dạạbí, mẽŋkɔ́ɔ̀ Ạburokyíri pɛ́ŋ.	No, I have never been to Europe?
3.	Wúbeduuỳɛ nɔ̋, ná abɔ́ ahe̋?	What time was it when you arrived?
	Mĩbéduruuỳɛ nɔ̋, ná yabɔ́ dɔ́ŋ kọrọ́ ne̋ fa̋.	It was half past one when I arrived.
4.	Ɛdẹ̋n ntí na wọ́sắñ baayɛ?	Why did you come back?
	Mẽsắñ baay sɛ́ɛ̍ mĩbehű wọ.	I came back to see you.

5.	Mmá áhè na w(ọ́) awọ́fọɔ wɔ?	How many other children do your parents have?
	Máwọfọɔ wɔ mmá mmɪensa̋ ńsọ.	My parents have three other children.
6.	Mfíe áhè ní áà wátẹrã ha̋?	How many years have you lived here?
	Matẹ́rã ha̋ mfíe nső̃ŋ ní.	I have lived here for seven years.
7.	Sɛ odɪdí áà edí mmẹ́r(ẹ) ahe̋?	How long does he take to eat?
	Sɛ odɪdí áà ɔtaá ạ́dì mmẹ́rẹ̀tẹ́ dúnűm.	He often takes fifteen minutes to eat.
8.	Mfíe áhè na wọ́ papá ạ́dì?	How old is your father?
	Mẽ papá ạdí mfíe ạduonűnűm.	My father is fifty-five years old.
9.	Ahe̋ na wọ́sɛɛ̀ wɔ sọ́tɔɔ̀ mű hɔ́?	How much did you spend in that store?
	Mẽsɛ́ɛ̀ sírẹ̀ŋ dúnna̋ñ pɛ́.	I spent only fourteen shillings.
10.	Nnípa áhè na éhyɪạạ̀ wɔ sukúù mű hɔ́?	How many people met at the school?
	Nnípa bɛ́yɛ ɔhá na éhyɪạạ̀ wɔ sukúù mű hɔ́.	About a hundred people met at the school.

New words

Ạburokyíri	Europe, America
pɛ́ŋ̣	once, one time, ever, before
du, duru	to arrive, reach; be sufficient
awọ́fọɔ, awọ́fọnõm	parents
taá	to pursue, chase, follow; do often or repeatedly
sɛɛ	to use up, spend; destroy, mar, ruin
hyiạ́	to meet, assemble; agree, be in accord

Pattern Drill A

1.	Búùku kẹ́tẹwaa tuntúm da ɔpṍnõ nṍ sọ́.	A small black book is lying on the table.
2.	Pɛ́nsẹ̀rẹ tẽ́ñtẽn kɔkɔɔ́ da ɔpṍnõ nṍ sọ́.	A long red pencil is lying on the table.
3.	Pɛ́nsẹ̀rẹ tẽ́ñtẽn kɔkɔɔ́ nṍ yɛ mẽ́ dẹ̍a.	The long red pencil is mine.
4.	Ahabãmmṍnõ káà fọ́fọ̍rọ nṍ yɛ mẽ́ dẹ̍a.	That new green car is mine.
5.	Ahabãmmṍnõ káà fọ́fọ̍rọ nṍ firi Ạburokyíri.	That new green car is from Europe.
6.	⊘Ataadẹ́ɛ dédạ̀w fítaa yí firi Ạburokyíri.	This old white dress came from Europe.
7.	Ataadẹ́ɛ dédạ̀w fítaa yí ñyɛ́.	This old white dress is no good.

8.	Mɛ̋ sẹ̍ka̋n fọ́fọ̍rọ kɛsẹ́ɛ nő ñyɛ́.	My other bıg knıfe ıs no good.
9.	Mɛ̋ sẹ̍ka̋n fọ́fọ̍rọ kɛsẹ́ɛ nő wɔ abɔntɛ̋ñ.	My other bıg knıfe ıs outsıde.
10.	⊙Ɔkẹ́rãmãñ kɛsẹ́ɛ kɔkɔɔ́ kakẹrá wɔ abɔntɛ̋ñ.	The bıg lıght-brown dog ıs outsıde.

New words

kẹ́tẹwa (pl. ṇ-)	small, lıttle
tɛ̋ntɛ̃ñ	long, hıgh, tall
⊙ataadẹ́ɛ	clothes
kɛsẹ́ɛ (pl. a-)	bıg, large; great, grand
abɔntɛ̋ñ (pl. m-)	street
dédạ̀w	old, ancıent
ɔkẹ́rãmãñ (pl. a-)	dog

Pattern Drıll B

1.	Ɛdẹɛ̋n ntí na wúko̍o fíe?	Why dıd you go home?
2.	Ɛdẹɛ̋n ntí na wáṇkó̍ fíe?	Why dıdn't you go home?
3.	Ɛdẹɛ̋n ntí na wọ́baa̍y?	Why dıd you come?
4.	Ɛdẹɛ̋n ntí na wámma̍?	Why dıdn't you come?
5.	Ɛdẹe̋n ntí na wọ́tɔɔ̍y?	Why dıd you buy ıt?
6.	Ɛdẹɛ̋n ntí na wántɔ̍?	Why dıdn't you buy ıt?
7.	Ɛdẹɛ̋n ntí na wúbısaa̍ nő?	Why dıd you ask hım?
8.	Ɛdẹe̋n ntí na wámmi̍sa nő?	Why dıdn't you ask hım?
9.	Ɛdẹe̋n ntí na wọ́ka̋a̍ saá?	Why dıd you say that?
10.	Ɛdẹe̋n ntí na wáṇka̋ saá?	Why dıdn't you say so?

New words

sa, saá	so, thus, in that manner

Question and Answer Drill C

1. Mfíe áhẽ̀ na ná mạdi mmẹ́r(ẹ) áà mṍbaà Amẹ́rẹ̀ka?	How old were you when you came to America?
Ná mạdí mfíe dúnnã́ñ mmẹ́r(ẹ) áà yɛbáà Amẹ́rẹ̀ka?	I was fourteen when we came to America.
2. Pépà ahẽ́ na wọ́ọhwẹhwɛ?	How much paper do you want?
Mẽẽ́hwẹhwɛ́ pépà sírèŋ átɔ̀.	I want a shilling's worth of paper.
3. Sírẹ̀ŋ bɛ́tɔ pépà ahẽ́?	How much paper will a shilling buy?
Sírẹ̀ŋ bɛ́tɔ pépà adáka̍ baakṍ.	A shilling will buy one box of paper.
4. Ebédi mmẹ́r(ẹ) áhẽ ansã́ na ɔbɛ́sãñ ábà?	How long will it be until he gets back?
Ebédi bɛ́yɛ nnɔ́ŋhwẹ̍rẹw mmienṹ ansã́ na ɔbɛ́sãñ ábà.	It will be about two hours until he gets back.
5. Ehĩ́ạ mã́ wọ nnípa ahẽ?	How many people do you need?
Ehĩ́ạ mã́ mẽ nnípa kétewạạ bí.	I need a few more people.

6. Ehĩ́a̩ ma̋ wo̩ nnípa áhȅ bío?	How many more people do you need?
Ehĩ́a̩ ma̋ mẽ̩ nnípa nsĩ́á bío.	I need six more people.
7. Sika̋ ahe̋ na ehĩ́a̩ ma̋ẁ?	How much money do you need?
Ehĩ́a̩ ma̋ mẽ sírè̩ŋ mmienű.	I need two shillings.
8. Mmé̩re̩ bɛ̋n na ofí á̩dwùma ase̩?	When does he start to work?
Ofí á̩dwùma ase̩ nnɔ́n dú.	He starts to work at ten o'clock.
9. Mmé̩re̩ bɛ̋n na ɔpɔ̋ŋ á̩dwùma?	When does he quit work?
Ɔpɔ̋ŋ á̩dwùma nnɔ́n nsĩ́a̩ ne̋ fa̋.	He quits work at six thirty.
10. Dá bɛ̋ŋ na ɛyɛ́ áà wo̩kɔ hɔ́?	What days do you go there?
Mẽkɔ́ hɔ́ dáa.	I go there every day.
11. Wo̩tàá kɔ́ hɔ́ dáa?	How often do you go there?
Nnawɔ́twe̩ bía̩ra mẽ̩kɔ́ hɔ́ nnansa̋.	I go there three times a week.

New words

pépà	paper
adáka̍	box, case, trunk, suitcase
hĩ́a̩	to distress, trouble, need, require

fi...asẹ	to begin, start
pɔ́ŋ̣	to go away, cease, stop; disjoin, separate
nnawɔ́twẹ	week
bíạra	each, every
nnansã́	three days
dáa	always, ever, continually, every day

Pattern Drill C

1.	Sɛ wúñyạ̃ w̌ié pɛ́ áà, bẹrá mĩ fíe.	As soon as you finish, come to my house.
2.	Sɛ wúñyạ̃ w̌ié pɛ́ áà, kɔtɔ́ bọrọdọ mã́ mẹ̃.	As soon as you finish, go buy some bread.
3.	Sɛ wúwọ̀ siká áà, kɔtɔ́ bọrọdọ mã́ mẽ.	If you have any money, go buy me some bread.
4.	Sɛ wúwọ̀ siká áà, tuạ mpá nɔ̃ ká mã́ mẽ.	If you have the money pay me for the bed.
5.	Kyẹrɛ nɔ̃ mã́ ɔ́ntuạ mpá nɔ̃ ká mã́ mẽ.	Tell him to pay me for the bed.
6.	Kyẹrɛ nɔ̃ mã́ ɔ́ŋ̣kɔ fíẹ.	Tell him to go home.
7.	Bisa nɔ̃ mã́ ɔ́ŋ̣kɔ fíe.	Ask him to go home.
8.	Bisa nɔ̃ mã́ ɔ́ntuạ mẽ ká.	Ask him to pay me.
9.	Oñ̃yạ̃́ ntúạạ̀ mẽ ká.	He hasn't paid me yet.
10.	Oñ̃yạ̃́ mmaayɛ.	He hasn't come yet.

New words

ɛká (pl. n̩-)	debt, something which is lacking
tua̩	to pay, repay, fill up, replace
ñyã̩́	to get, acquire, receive, obtain

5. /ɔpṍn̩ yí/ is /ɔpṍñ yí/, i.e., before /y/, /n/ and /n̩/ are replaced by /ñ/. /ɔpṍnõ/, means only 'table', 'desk', and is often used if /ɔpṍn̩/ is not clear from the context.

6. /nṍ/, 'that', and /yí/, 'this', at the end of an adverbial clause mark the contraction of a longer clause, e.g., /wúbeduùyɛ nṍ/, 'when you arrived', is a contraction of /mmé̩r(e̩) áà wúbeduùyɛ mṍ/, 'the time /at/ which you arrived'.

7. /taá/ 'to pursue', 'follow', when followed by another verb means 'to do often or repeatedly'.

8. /de̩a/ is the same as /ne̩a/.

9. A few adjectives have plurals. /ké̩te̩wa/ has plural /n̩ké̩te̩wa/. /ké̩te̩waa/ is an intensive form, i.e., 'very small'.

10. /ataadé̩ɛ/ is often //átade//. /ataadé̩ɛ/ refers to clothes which are tailored to fit the body in contrast to /ntãmã́/ which are wrapped or draped around the body.

11. /wɔ abɔntẽ́ñ/ is literally 'to be on the street', but it is often used to mean 'outside', 'not indoors'. Also used in this way are /a̩di/, 'out', 'outside', 'outdoors', 'abroad', and /a̩díwo/, 'the yard around a house', 'outside', 'outdoors'.

12. /ɔkẹ́rã̃mã̃ñ/ is /ɔkraman/.

13. /ɛdẹ́ɛ̃ñ ntí/ is often /ɛdẹ́ɛ̃n ntí/, i.e., /ñ̩/ is usually /n/ before /n/.

14. /sɛ ñyạ̃...áà/ has the significance 'as soon as'. The negative of /ñyạ̃/ when preceding another verb means 'not yet'.

Unit 14

Basic Dialogue

	-A-	
1	°Tεlẹfŏ́n̍ nŏ́ rẹbɔ́. Kotíe tεlẹfŏ́n̍ nŏ́.	The phone is ringing. Answer the phone.
	-B-	
	tıé	to hear, listen
2	Hέlọ̀, mĕ Owúsu̍ na, mĕekasa yı́.	Hello, Owusu speaking.
	-C-	
3	Yọọ, kasa na mĩıtíe wọ; εyε mĕ́ Ábẹnaa Asantẹwa.	Yes, I hear you; this is Abenaa Asantewa.
	-B-	
4	Na wamánẹ̍ε?	What can I do for you?
	-C-	
	sıésı̀e	to repair, fix, arrange, prepare
	bạạbí (pl. -nọm)	a place, somewhere
5	Ɛhĕ́fắ na mĩ́ñyą̃ bạạbí ná yą́sıesı̀e mĕ kâà nŏ́?	Where can I find a place to get my car fixed?
	-B-	
	ŋ̩kwantá	crossroad, junction, a 'Y'
6	Bạạbı pápa wɔ Kégyetı̀ą Ŋ̩kwantá.	There's a good place at Kegyetia Crossroad.

-C-

7	Mẽda wasẹ.	Thank you.

-B-

8	Mmɛ́ ɛnná asẹ.	You're welcome. Don't mention it.

Notes

1. Telephone numbers are usually given in English in Ghana. If given in English, the numbers are said in groups of two, e.g., 3578 is thirty-five, seventy-eight. If given in Twi, 3578 would be said like this: /mpẹ́m miensá̃ ahá nṹm nẽ́ ạduosõn̩ n̩wɔtwẹ́/.

2. English words are quite common in Twi. Words that were borrowed some time ago have been modified so that they now fit the structure of the Twi sound system, e.g., /sírẹ̀n̩/, 'shilling'. Initial l̲ was interpreted as /d/, and l̲ in other positions was interpreted as /r/. /l/ is now commonly used in words, recently borrowed, such as /hɛ́lọ̀/ and /tɛlẹfó̈n/. English words are often spelled in English fashion, but also they may be spelled as they are pronounced in Twi. Common words may be spelled both ways, e.g., /káạ̀/ is both //kaa// and //car//. If English spelling isn't used, word-final consonants are either dropped or a vowel is added after them. Consonant clusters either lose a consonant or a vowel is inserted between the consonants. Double consonants lose a letter. The table below indicates how respelling is usually done.

English	Twi
c (if pronounced k)	k
ch (if pronounced k)	k
ch (if pronounced č)	ky
j	gy
ph	f

qu	kw
sh	s (also hy)
th	t
v	w
z	s

Even though a word ıs borrowed, ıt may be used only ın some of the sıtuatıons or wıth only some of the meanıngs that ıt has ın Englısh. For example, /hɛ́lò/ ıs regularly used on the telephone; but when greetıng another person face to face, the customary Twı greetıngs are used nearly always.

3. /tɛlẹfő̍n/ ıs //telefon//.

4. Notıce the s-lıke sound between /t/ and /ı/ ın /tı́è/.

Pattern Drıll A

1. Ɛhe̋fá̍ na mĩ́ñyą̃ bąąbí ná yą́sıesı̀e mẽ ká̍à nő?	Where can I fınd a place to get my car fıxed?
2. Ɛhe̋fá̍ na mĩ́ñyą̃ bąąbí ná yáhọrọ̀ me̋ ntáa̍dẹɛ?	Where can I fınd a place to get my clothes washed?
3. Ɛhe̋fá̍ na mĩ́ñyą̃ bąąbí ná °yą́hyą̀ın mĩ °hyúù?	Where can I fınd a place to get my shoes shıned?
4. Ɛhe̋fá̍ na mĩ́ñyą̃ bąąbí ná yą́yı̀ mĩ tí?	Where can I fınd a place to get my haırcut?
5. Ɛhe̋fá̍ na mĩ́ñyą̃ bąąbí átò ạduạnẹ́ (ą́dı̀)?	Where can I fınd a place to buy food?

Pattern Drill B

1. Ɛhe̋fá̍ na mí̃ñya̩̋ obí ná wá̩sıesı̀e mẽ káà nő?	Where can I find someone to fix my car?
2. Ɛhe̋fá̍ na mí̃ñya̩̋ obí ná wáhọ̀rọ mẽ́ ntáa̍dẹɛ?	Where can I find someone to wash my clothes?
3. Ɛhe̋fá̍ na mĩ̋ñya̩̋ obí ná °wá̩hyà̩ın mĩ °hyúù?	Where can I find someone to shine my shoes?
4. Ɛhe̋fá̍ na mĩ̋ñya̩̋ obí ná wá̩yı mĩ tí?	Where can I find someone to cut my hair?
5. Ɛhe̋fá̍ na mĩ̋ñya̩̋ obí áà ɔtɔ́ŋ á̩dùa̩nẹ?	Where can I find someone who sells food?

Pattern Drill C

1. Ba̩a̩bı pápa wɔ Kégyetìa̩ Ŋ̩kwantá.	There's a good place at Kegyetia Crossroad.
2. Ba̩a̩bı pápa wɔ kúrom̀.	There's a good place in town.
3. Ba̩a̩bı pápa wɔ a̩subɔnte̋n nő ñkyɛ̋ñ.	There's a good place by the river.
4. Ba̩a̩bı pápa tọa sıkakọ́rabẹ̍adá̍ñ nő sọ́.	There's a good place adjoining the bank.
5. Ba̩a̩bı pápa wɔ adá̍ñ áà esí wá̩nım̀ yí.	There's a good place in the building opposite us.

Pattern Drill D

1.	Ba̩a̩bí nní há áà yesiésìe káà.	There's no place here that repairs cars.
2.	Ba̩a̩bí nní há áà yɛhó̩ro̩ nné̩ɛma.	There's no place here that washes things.
3.	Ba̩a̩bí nní há áà yeyí tí.	There's no place here that gives haircuts.
4.	Ba̩a̩bí nní há áà yɛtó̩ǹ̩ a̩dua̩né̩.	There's no place here that sells food.
5.	Ba̩a̩bí nní há áà yɛyɛ́ pépà.	There's no place here that makes paper.

New words

ho̩ro̩, ho̩hó̩ro̩	to wash
yi	to take away, remove; shave, cut the hair
obí (pl. -nõm)	someone, somebody, anybody, one
a̩subɔntẽ́ñ, a̩sútẽñ (pl. n-)	river, stream
sikakó̩rabe̩̍a	bank, safe, place to keep money
sikakó̩rabe̩̍adã̍ñ	bank, bank building
to̩a	to join, connect, bring together
a̩ní	eye; color
a̩ním̀	face, countenance; front; before, in front of

Lexıcal Drıll A

1.	Sɛ wúdu fíe áà, fẹrɛ́ mẽ.	As soon as you get home, call me.
2.	Sɛ wúdu fíe áà, bɛfẹrɛ́ mẽ.	As soon as you get home, come (over) and call me.
3.	Sɛ wúw̌ìe áà, bɛfẹrɛ́ mẽ.	When you fınısh, come (over) and call me.
4.	Sɛ wúw̌ìe áà, fẹrɛ́ nṍ wɔ tɛlẹfṍn̍ sọ́.	When you fınısh, phone hım.
5.	Ansã́ na wúbèfı asẹ́ nṍ, fẹrɛ́ nṍ wɔ tɛlẹfṍn̍ sọ́.	Before you start, call hım.
6.	Ansã́ na wúbèfı asẹ́ nṍ, kɔfẹ́rɛ nṍ.	Before you start, go call hım.
7.	Sɛ tɛlẹfṍn̍ nṍ bɔ́ pɛ́ áà, kɔfẹ́rɛ nṍ.	If the telephone rıngs, go call hım.
8.	Sɛ tɛlẹfṍn̍ nṍ bɔ́ pɛ́ áà, tıe.	If the telephone rıngs, answer ıt.
9.	Sɛ ɔbá bɛkasá áà, tıe nõ.	If he comes to talk, lısten to hım. (be patıent wıth hım)
10.	Sɛ ɔbá bɛkasá áà, fẹrɛ́ mẽ.	If he comes to talk, call me.

Lexical Drill B

1.	Kyẹrέwpőn nő yε mẽ́ dẹ̍a.	The desk is mine.
2.	Kyẹrεwpőn nő sı ofą́su̍ nő hő.	The desk is next to the wall.
3.	Ąkõññũą́ nő sı ọfą́su̍ nő hő.	The chair is by the wall.
4.	Ąkõññũą́ nő nní há.	The chair isn't here.
5.	Abọfára nő nní há.	The child isn't here.
6.	Abọfára nő da mpá nő sọ́.	The child is lying on the bed.
7.	Safõwá nő da mpá nő sọ́.	The key is lying on the bed.
8.	Safõwá nő tuą ɔpőn nő ąní.	The key is in the lock.
9.	Safõwá áà ą́bù tuą ɔpőn nő ąní.	There is a broken key in the lock.
10.	Mĩtuu safõwá áà ą́bù nő fıı ɔpőn nő ąní.	I took the broken key out of the door.

New words

fı...asẹ	to begin
ofą́su̍ (pl. ą-)	wall
safõwá, sáfẽ́ (pl. n-)	key
tuą	to stick at or in, be stuck at or in
bu	to bend, curve; break, break off, decide, judge
mpá	bed, couch, mattress

opŏ́nạni(wa)	lock, keyhole
ɛsọ́	upper part or surface of; on, upon, over, above

Lexical Drill C

1.	Tie ɔkyẹrɛkyẹ́rɛfọɔ nŏ́.	Listen to the teacher.
2.	Wɔ́ṇ ạ́ṇ̀hŭ́ kyẹrɛkyẹ́rɛfọɔ nŏ́.	They couldn't find the teacher.
3.	Wɔ́ṇ ạ́ṇ̀hŭ́ abọfára nŏ́ ṇhŏ́mã.	They couldn't find the child's book.
4.	Obuéè abọfára nŏ́ nhŏ́mã nŏ́.	He opened the child's book.
5.	Obuéè ɔpɔ́n nŏ́ mãa mẽ.	He opened the door for me.
6.	Ɔtọọ ɔpŏ́n nŏ́ mŭ́ mãa mẽ.	He closed the door for me.
7.	Ɔtọọ káà nŏ́ mŭ́.	He locked the car up.
8.	Ná ɔtẹ káà nŏ́ mŭ́.	He was sitting in the car.
9.	Ná ɔtẹ kyẹrɛ́wpŏ́n nŏ́ hŏ́.	She was sitting at the desk.
10.	Mẽbɛṇ kyẹrɛ́wpo̍n nŏ́ hŏ́.	I'm near the desk.

Question and Answer Drill A

1.	Hwắñ na ná wọ́ nĕ́ nŏ́ rẹkasa nŏ́?	With whom were you talking?
	Ná mẽ nĕ́ mẽ yẹ́rẹ ɛɛkasa.	I was talking to my wife.
2.	Ná mŏ́okã ɛdẹɛ̆́ñ hŏ́ asém	What where you talking about?
	Ná yɛɛkắ asɔ́rẹ hŏ́ asɛ́m.	We were talking about church.

3.	Ɛdẹɛ̃́n na ɔ́ɔpɛ?	What did she want?
	Ɔɔpɛ bạạbí áà yebésiesìe nẽ́ káà amã nõ.	She wanted to know where she could get her car fixed.
4.	Ɛhẽ́fã́ na wọ́kyẹrɛɛ̍ nõ?	Where did you send her?
	Mẽkyẹrɛ́ɛ̀ nṍ sɛ́ɛ̍ ɔ́ŋkɔ Kégyetìą Ŋkwantá.	I told her to go to Kegyetia Crossroad.
5.	Ɛdẹɛ̃́n ntí na wọ́kyẹrɛɛ̍ nõ sɛ́ɛ̍ ɔ́nkɔ hɔ́?	Why did you send her there?
	Wɔ́n nṍ yɛ́ ạ́dwùma pá entí na mẽkyẹrɛ́ɛ̀ nõ sɛ́ɛ̍ ɔ́nkɔ hɔ́.	I sent her there because they do good work.
6.	Wọ́ atáa̍dẹɛ̍ nṍ ạní tẹ sɛ̃́ñ?	What color are your clothes?
	Matáa̍dẹɛ yɛ fítaa nẽ́ tuntúm kakẹrá.	My clothes are white and light blue.
7.	Mĩñyą̃ą lɛ́tɛ̀ nnɛ́?	Did I get any mail today?
	Wúñyą̃̀a lɛ́tɛ̀ baakṍ pɛ́.	You got only one letter.
8.	Ɔmã́ñ bẽ́n mṹ na wúfìri?	What country are you from?
	Mĩfiri Ghánà mã́ñ mṹ.	I'm from the country of Ghana.
9.	Kúro bẽ́n mṹ na wúfìri?	Where are you from? (What town are you from?)
	Mĩfiri Tẹma kúròm.	I'm from the city of Tema.

10. Ɛhɛ̆́na na ɔ́ɔbɔ ɔpŏ́n nŏ́ á̩kyì?	Who is knocking at the door?
Ɔhɔ́ho̩̍ɔ na ɔɔbɔ́ ɔpŏ́n nŏ́ á̩kyì.	A stranger is knocking at the door.

New words

to̩	to lay, put; cast, throw; apply to, lay on
to̩...mŭ́	to close, shut, lock
bɛn̩	to be near, approach
asɔ́re̩	church service, devotional meeting
sɔré̩, sɔ̆́m	to be careful about; worship, adore
ɔmắñ (pl. a-)	nation, people
ɔhɔ́ho̩̍ɔ (pl. a-)	stranger, foreigner, guest
kắ...hŏ́ asɛ́m	to talk about, discuss

5. /hyá̩ìn/ and /hyúù/ would probably be spelled as they are in English. See note 2.

6. /ɛɛ-/ may be prefixed to a verb instead of /re-/ even though there is a noun subject with the verb. See Question and Answer Drill A, sentence 1.

7. Certain high tone adjectives compund with nouns and have similar tone changes, e.g., /ba̩a̩bí pápa/ is /ba̩a̩bi pápa/.

Unıt 15

Basıc Dıalogue

	-A-	
	bɔ́ɔ̀sǫ	bus
1	Ehe̋fá̍ na bɔ́ɔ̀sǫ nő gyına?	Where does the bus stop?
	-B-	
	bɔ́ɔ̀sǫtapǫ	bus stop
2	Bɔ́ɔ̀sǫtapǫ nő wɔ ñkyɛ̋ñ hɔ́.	The bus stop ıs over there.
	-A-	
	w̌eí	thıs, these, that, those
3	Bɔ́ɔ̀sǫ w̌eí kó kúròm ana̋a?	Does thıs bus go ınto town?
	-B-	
4	Dąąbí, w̌eí na ɛkó kúròm.	No, that one goes ınto town.
	-A-	
5	Yɛgyę́ áhe̋?	How much ıs the fare?
	-B-	
6	Yɛgyę́ sírę̀n̩ dúnső̩n̩.	The fare ıs seventeen shıllıngs.
	-A-	
	tu	to leave, depart
7	Bę́rę bɛ̋n na bɔ́ɔ̀sǫ nő tú?	When does the bus leave?
	-B-	
8	Bɔ́ɔ̀sǫ nő tú nnónnűm.	The bus leaves at fıve o'clock.
	-A-	
9	Bę́rę bɛ̋n na bɔ́ɔ̀sǫ nő bá?	When does the bus arrıve?

-B-

10	Bɔ́ɔ̀so̩ nɔ́ bédu nnɔ́ŋko̩̍rɔ̃ŋ né fá.	The bus will arrive at nine thirty.

Notes

1. If an English word that ends in a consonant is borrowed into Twi, it has a vowel after the final consonant. If the consonant before this vowel is voiceless, the vowel is usually voiceless unless followed by another vowel, e.g., /bɔ́ɔ̀so̩tapo̩/.

2. /w̃eí/ is interchangeable with /eyí/.

3. When there is an emphatic subject marked by a following /na/, a subject pronoun is prefixed to the verb, e.g., /w̃eí na ɛkɔ́ kuróm̀/, literally, 'that one, it goes into town'.

4. Transportation schedules use the twenty-four method for stating arrivals and departures, but for other purposes the first hour after noon is one o'clock, etc.

Pattern Drill A

1.	Ɛhéfá̍ na bɔ́ɔ̀so̩ gyínabe̩̍a nɔ́ wɔ?	Where is the bus station?
2.	Ɛhéfá̍ na ké̩te̩ke̩̍ gyínabe̩̍a nɔ́ wɔ?	Where is the train station?
3.	Ɛhéfá̍ na ew̃ím̀hyɛ́ñ gyínabe̩̍a nɔ́ wɔ?	Where is the airport?
4.	Ɛhéfá̍ na ta̩ksíì gyínabe̩̍a nɔ́ wɔ?	Where is the taxi stand?
5.	Ɛhéfá̍ na hyɛ́ñ gyínabe̩̍a wɔ?	Where is the harbor?

Pattern Drill B

1. Bé̩re̩ bɛ̋n na ké̩te̩ke̩̍ nő bétu.	What time will the train leave?
2. Bé̩re̩ bɛ̋n na ew̌ím̀hyɛ̋n nő bɛ́ba?	What time will the plane arrive?
3. Bé̩re̩ bɛ̋n na bɔ́ɔ̀so̩ nő bédu̍ru Kumáse̩.	What time will the bus arrive at Kumasi?
4. Bé̩re̩ bɛ̋n na ew̌ím̀hyɛ̋ñ nő bétu fíri N̩ke̩rã̩ñ?	What time will the plane leave from Accra?
5. Bé̩re̩ bɛ̋n na wó̩kɔfa hyɛ̋n nő?	What time are you leaving to catch the ship?

New words

ɔké̩te̩ke̩̍ (pl. n-)	hyena; locomotive, train
ɛhyɛ̋ñ (pl. a-)	ship, vessel, liner
ew̌ím̀hyɛ̋ñ, ew̌ímũhyɛ̋ñ (pl. ñ-)	airplane
ta̩ksíì	taxi

Lexical Drill A

1. Pɛ́nse̩re̩ ní.	Here is a pencil. This is a pencil.
2. Pɛ́nsè̩re̩ nő ní.	Here is the pencil. This is the pencil.
3. Pɛ́nsè̩re̩ bí ní.	Here is a pencil of some kind.
4. Pɛ́nsè̩re̩ nő bí ní.	Here is one of the pencils. Here are some of the pencils. This is the kind of pencil.
5. Pɛ́nsè̩re̩ yí ní.	HERE is the pencil. THIS is the pencil.

Question and Answer Drill A

1.	Wọ́dẹ̀ lɔ́rẹ̀ anáa kẹ́tẹkẹ̍ na ɛɛkó Kumásẹ anáa?	Are you taking the bus or the train to Kumasi?
	Dạạbí, mẽdẹ ew̌ímũhyɛ̃́ŋ̃ na ɛɛkó Kumásẹ.	No, I'm going to Kumasi by plane?
2.	Wọ́bɛyɛ dẹ̃́n na wákɔ ɛ́ɛrpọ̀rt hɔ́?	How will you get to the airport?
	Madámfọ̍ bí bɛ́ba abɛfá mẽ ákɔ̀ ɛ́ɛrpọ̀rt hɔ́.	A friend of mine is taking me to the airport.
3.	Wátɔ̀ wọ tẹ́kẹtẹ́ anáa?	Did you buy your ticket?
	Mẽtɔɔ mẽ tẹ́kẹtẹ̍ wɔ Kíñsw̌èi nnɛ́ra.	I bought my ticket at Kingsway's yesterday.
4.	Bɔ́ɔ̀sọ bɛ̃́n na ɛkɔ́ ɛ́ɛrpọ̀rt?	Which bus goes to the airport?
	Bɔ́ɔ̀sọ w̌eí na ɛkɔ́ ɛ́ɛrpọ̀rt.	That bus goes to the airport.
5.	Bɔ́ɔ̀sọ nɔ̃́ bédi mmẹ́rẹ̀tẹ́ áhẽ̀ wɔ há?	How many minutes will the bus stay here?
	Bɔ́ɔ̀sọ nɔ̃́ bédi mmẹ́rẹ̀tẹ́ dú wɔ há.	The bus will stay here for ten minutes.
6.	Mpɛ́ŋ áhẽ̀ na bɔ́ɔ̀sọ bí taá tu firi há?	How often does a bus leave from here?
	Bɔ́ɔ̀sọ bí tú firi há dɔŋhwére̍w biạra.	A bus leaves from here every hour.

7. Aanẹ bɔ́ɔ̀sọ áà ɛkɔ́ Kumásẹ kɔfá Koforídùạ ansã́ na akɔ́ anáa?	Does the bus go to Kumasi by way of Koforidua?
Ạ́ạ̀ñ, ɛkɔfá Koforídùạ ansã́ na akɔ́ Kumásẹ.	Yes, it goes to Kumasi by way of Koforidua.
8. Efíri há kɔ́ Kumásẹ yɛgyẹ́ ahẽ́?	How much is the fare from here to Kumasi?
Yɛgyẹ́ pɔ́n baakɔ́̃ fíri há kɔ́ Kumásẹ.	The fare from here to Kumasi is one pound.
9. Wóbetúmi dẹ wọ káà nɔ̃́ áfà mẽ́ ákɔ̀ bɔ́ɔ̀s sótehyẹ̀n?	Can you take me to the bus station in your car?
Dạabí, mẽ́ yẹ́rẹ dẹ wọ́ bɛ́kɔ bɔ́ɔ̀s sótehyẹ̀n hɔ́.	No, but my wife will take you to the bus station.
10. Dá bẽ́n na wọ́bɛsã́ñ ábà?	What day will you return?
Mésã́ñ ábà Yáwọ̀da.	I will return Thursday.

New words

lɔ́rẹ̀	lorry, truck, bus, car
adamfọ (adámfọ̀) (pl. n-nẽ́m)	friend
ɛ́ɛrpọ̀rt	airport
tẹ́kẹtẹ̀	ticket
aanẹ	a question marker; Is it true /that/ ....
sótehyẹ̀n	station

Lexical Drill B

1.	Mfoní pii wɔ fá̩su̍ nő hő.	There are many pictures on the wall.
2.	Safőwá nő da fá̩m̀ wɔ fá̩su̍ nő hő.	The key is lying on the floor by the wall.
3.	Safőwá no nná ɔpőn̩ áà esí mfɛ́ǹse̩ré̩ nő hő nő só̩.	The key isn't on the table near the window.
4.	Mẽ̩ se̩kắñ nná ɔpőn̩ áà esí mfɛ́ǹse̩ré̩ nő hő nő só̩.	My knife isn't on the table near the window.
5.	Me̋ se̩̍kã̀ñ da ɔpőn̩ áà ɛwɔ fá̩su̍ nő hő nő ase̩.	My knife is lying under the table next to the wall.
6.	Pɛ́nsè̩re̩ nő tɔɔ ɔpőn̩ áà ɛwɔ fá̩su̍ nő hő nő ase̩.	The pencil fell under the table by the window.
7.	Pɛ́nsè̩re̩ nő tɔɔ adáka̍ áà esí ɔpőnõ nő ñkye̋n nő mű.	The pencil fell into the box by the table.
8.	Mẽde̩ sékắñ átò̩ adáka̍ áà esí ɔpőnõ nő ñkye̋n nő mű.	I put the knife into the box by the table.

9. Mĕdẹ sékă̍ñ twạạ nắm nŏ́ mŭ́.	I cut the meat with a knife.
10. Mẽdẹ sékă̍ñ nŏ́ áhyɛ̀ mẽ kotokú mŭ́.	I put the knife into my pocket.

New words

mfoní	picture
pii	many, much
ɛfá	earth, soil, dirt
efạ́m̀	ground, floor, bottom; below
mfɛ̆́ǹsẹrẹ́	window
tɔ	to drop, full, fall, rain
twạ	to cut, cut up; cross, pass by
hyɛ	to stick into, be stuck into; wear, put on (clothes)
kotokú (pl. ŋ̩-)	pocket, bag

Question and Answer Drill B

1. Wú ku̍ròm kása̍ yɛ dẹ̆́ñ?	What is your native language?
Mĭ́ ku̍ròm kása̍ yɛ Twíì.	My native language is Twi.
2. Mmẹ́rẹ bĕ́n na wọ́kɔ ạ́dwùma?	What time do you leave for work?
Mẽkɔ́ ạ́dwùma nnɔ́n ŋwɔtwẹ́.	I leave for work at eight o'clock.
3. Aanẹ wọ́nàntẹ́ kó ạ́dwùma?	Do you walk to work?
Sɛ ew̆ím̀ yɛ́ áà, mẽnantẹ́ kó ạdwuma.	I walk to work when the weather is nice.

4.	Sɛ osúo tɔ́ áà, wọ́dẹ̀ bɔ́ɔ̀sọ na ɛkɔ́ ạ́dwùma?	Do you ride the bus to work when it rains?
	Dạạbí, sɛ osúo tɔ́ áà, mẹ̃ká̃ mẽ káà na ɛkɔ́ ạ́dwùma.	No, I drive to work when it rains.
5.	Hẽ́na na ɔhwɛ́ mmọfára nṍ sọ́ mmẹ́r(ẹ) áà wọ yẹ́rẹ rẹyɛ́ ạ́dwùma?	Who looks after the children while your wife is working?
	Mẹ̃ yẹ́rẹ mãamẽ́ na ɛhwɛ́ mmọfára nṍ sọ́ mmẹ́r(e) áà mẽ yẹ́rẹ rẹyɛ́ ạ́dwùma.	My wife's mother looks after the children while my wife works.
6.	Ná wọ́wɔ̀ há nnɛ́ra?	Were you here yesterday?
	Dạạbí, ná minní há nnɛ́ra.	No, I wasn't here yesterday.
7.	Ɛdẹ̃́n na ná wọ́ọyɛ mmẹ́r(ẹ) áà ɔbaayɛ nṍ?	What were you doing when he came?
	Ná mĩididí mmẹ́r(ẹ) áà ɔbaayɛ ñ́o.	I was eating when he came.
8.	Obí wɔ há áà obétu̍mi abọa mẽ?	Is there anyone here who can help me?
	Sáà mãamẽ́ yí bétu̍mi abọa wọ.	That woman can help you.

9.	Wúbetu̍mi ásã̀ñ ábà ɔkyẽ́nã?	Can you come back tomorrow?
	Métu̍mi ásã̀ñ ábà ɔkyẽ́na ow̆igýinaẹ́.	I can come back tomorrow afternoon.
10.	Sɛ osúo tɔ́ áà, wọ́bɛkɔ?	If it rains, will you go?
	Ạ́ạ̀ñ, sɛ osúo tɔ́ áà, mɛ́kɔ.	Yes, I will go if it rains.

New words

ew̆ím̀	air, atmosphere, weather

Lexical Drill C

1.	Mɛ́ba nnónsi̍ạ ạ́kyì.	I will come after six o'clock.
2.	Mɛ́ba wu fíe anaḍwọ́ yí.	I will come to your house tonight.
3.	Mã́ yɛŋkɔ́ wu fíe ạñw̆umẹ́rẹ yí.	Let's go to your house this evening.
4.	Mã́ yɛŋkɔ́fa bɔ́ɔ̀sọ ŋkɔ́ Kumásẹ.	Let's go to Kumasi by bus.
5.	Ɛmfá bɔ́ɔ̀sọ ŋkɔ́ Kumásẹ.	Don't go to Kumasi by bus.
6.	Ɛmfá ɔkẹ́ramãn nṍ mmá.	Don't bring the dog.
7.	Ɔkẹ́ramãn nṍ mmá fíe há.	The dog doesn't come into the house.
8.	Mũ mṹ baakṍ mmá fíe há.	Don't any of you come into this house.
9.	Mũ mṹ baakṍ mmará há.	One of you come here.
10.	Mũ mṹ bí mmará há.	Some of you come here.

Lexical Drill D

1. Ɔkɔ́ sée̍sei̍.	He left a short while ago.
2. Ɔkɔ́ sée̍sei̍ áà.	He just left.
3. Mẽebɛgyé̩ mẽ́ hõ̍mã síe̍sie̍ áà.	I'm coming over to get my book right away.
4. Mẽebɛgyé̩ mẽ́ hõ̍mã sée̍sie̍.	I'll be over soon to get my book.
5. Mẽebɛgyé mẽ́ hõ̍mã ɔkyẽ́nã anɔpá.	I'll be over to get my book tomorrow morning.

5. A locomotive is called /ɔké̩te̩ke̩̍/, 'hyena', supposedly because it howls like a hyena.

6. /só̩tehyè̩n/, usually //station//, is often used as frequently as /gyínabe̩̍a/.

7. Spatial relationships are indicated by a class of verbs indicating location plus a nominal compound or phrase whose last noun indicates location or part, e.g., /Safṍwá nṍ da ɔpṍn nṍ só̩/, 'The key lies the table's top', i.e., 'The key is on the table'. If a third item or location occurs in a sentence, it is in a subordinate clause with /áà/, e.g., /Safṍwá nṍ da ɔpṍn̩ áà esí mfɛ́ǹsê̩rè̩ nṍ hṍ nṍ só̩/, 'The key lies the table's top which stands the window's exterior', i.e., 'The key is on the table by the window'.

8. Instrumental relationships are shown by /de̩/, 'to have', plus the instrument or tool plus a second verb which shows what is done with the instrument, e.g., /Mẽde̩ sé̩kã̍ñ twa̩a̩ nã́m nṍ mṹ/, 'I take knife cut the meat's insides', i.e., 'I cut the meat with a knife'.

9. Partitive constructions are possessive compounds with /mṹ/, 'entirety', 'whole', plus a numeral or adjective of quantity, e.g., /mũ mṹ baakṍ/, 'your entirety's one', i.e., 'one of you'.

10. /séꜜesei ꜜáà/ is sometimes /séꜜesei ꜜára/. /ára/ is 'just', 'even', 'ever', 'the very'.

11. /kŏ́/, 'to go', 'go to', when used as the second verb often translates as 'to'. See Question and Answer Drill A, sentence 8.

Unit 16

Basic Dialogue

-A-

	tą̋ŋ̨̀kę	tank
	εma̋	full
	hyε...ma̋	to fill up
1	Hyε mẽ tą̋ŋ̨̀kę nő ma̋.	Fill my tank up.

-B-

2	Yǫǫ, matę́.	Yes, I will. (Yes, I have understood.)
	°ɔ́ę̀lę, ɔ́ę̀yęrε	oil
3	Wǫ́pɛ̀ sɛ́ɛ̀ mẽhwɛ́ ɔ́ę̀lę nő ana̋?	Do you want me to check the oil?

-A-

	pa	to take off, skim, scrape off; beg, beseech
	εkyɛ́w	hat, cap
	pa kyɛ́w	please
4	Ą̋ą̀ñ, mę̃paw kyɛ́w.	Yes, please.

-B-

	kɔ́tà	quart
5	Ɔ́ę̀lę nő átɔ̀ sĩn bɛ́yε kɔ́tà baakő.	The oil is about a quart low.

-A-

	gu	to pour; scatter, be scattered, be located in groups
	Fa baakṍ gú mṹ.	Put in one.
	⊙táè̩	tire; (necktie)
	yíye̍	good; repaired, mended
7	Wúbetu̍mi áyɛ̀ mẽ táè̩ nṍ yíye̍ ámã̀ mẽ?	Can you repair my tire?

-B-

8	Á̩̃à̩ñ, sɛ wúbetu̍mi átwɛ̀n̩ dé̩ áà.	Yes, if you can wait.

-A-

	gya̩	to leave, forsake
	a̩kyíri yí	afterwards
9	Mégya̩ nṍ wɔ há na a̩kyíri yí mabɛgyé̩.	I'll leave it here and come for it later.

Notes

1. /pa kyɛ́w/ is an idiom which means 'please', or 'I beg you'. /tu/, 'to pull', 'jerk', 'remove' is used for removing clothing. /hyɛ/, 'to insert', 'apply to', 'fill' also means 'to put on clothing'. /pa kyɛ́w/ is used when interupting someone or in making a request.

/ko̩sɛ/ 'sorry', 'pardon', 'oops', is used when you have stepped on someone or bumped into someone. /ago̩o̩/, besides the uses given earlier, requests permission to pass, i.e., 'Let me by', 'Let me through'.

/sęrɛ́/, 'beg', 'ask', is used to make a request of someone, to beg another's pardon or forgiveness, or to interrupt an angered or offended person.

2. After a verb plus /na/, 'and', consecutive forms like /mabɛgyę́/ are sometimes preceeded by a free form, e.g., in sentence 9 of the dialogue /mɛ́ba mábɛ̀gyę/ may replace /mabɛgyę́/. Pronouns other than first person singular regularly occur with the consecutive form in this position. Compare Unit 5, note 4.

Lexical Drill A

1.	Fa nsúo mã́ gú mĩ kúruwa̍ nṍ mṹ.	Fill my cup up with water.
2.	Hwíè nsúo nṍ firi kúruwa̍ nṍ mṹ.	Pour the water out of my cup.
3.	Hwíè nsúo nṍ firi bǫ́kę̀tę nṍ mṹ.	Pour the water out of the bucket.
4.	Nsúo nní bǫ́kę̀tę nṍ mṹ.	There is no water in the bucket.
5.	Nsúo nní hɔ́ áà yɛdę́ bɛ́hǫ̍rǫ.	There is no water here to wash with.
6.	Sąmĩ́nã́ nní hɔ́ áa yɛdę́ bɛ́hǫ̍rǫ.	There is no soap here to wash with.
7.	Sąmína̍ nní pṍnõ nṍ sǫ́.	There is no soap on the table.
8.	Ŋgṍ nṍ wɔ pṍnõ nṍ sǫ́.	The cooking oil is on the table.
9.	Ŋgṍ nṍ yɛ mę́ mãamẽ́ dę́a.	The palm oil belongs to my mother.
10.	Kúruwà kę́tęwaa fítaa nṍ yɛ mẽ́ mãamẽ́ dę́ą.	The small white cup belongs to my mother.

New words

ekúruwa̍	cup, pitcher
hwié	to pour out of
bó̩kè̩te̩	bucket
sa̩mi̋na̍ (sá̩mi̋nã)	soap
ŋgő	palm oil, cooking oil

Lexical Drill B

1.	Ɔkyȅ̋nã yɛ dá bɛ̋ñ?	What day is tomorrow?
2.	Ɔkyȅ̋nã́ yɛ Kwa̩sía̩̍da.	Tomorrow will be Sunday.
3.	Ná Owúsunõm wɔ há Kwa̩sía̩̍da.	The Owusus were here Sunday.
4.	Ná Owúsunõm yɛ osukúùfó̩ɔ w(ɔ) Amé̩rè̩ka.	The Owusus were students in America.
5.	Ná mayɛ́ á̩dwùma wɔ pɛte̩róò dó̩mpo̩ wɔ Amé̩rè̩ka.	I worked in a filling station in America.
6.	Ná mayɛ́ á̩dwùma anw̌umé̩re̩ ná makó sukúù anɔpá.	I worked at night and I went to school during the day.
7.	Ná mayɛ́ á̩dwùma ma̋ nő ansa̋ na mẽbaa há.	I had worked for him a year before I came here.
8.	Yɛhyɛɛ mẽ ta̩̋ŋ̀ke̩ nő ma̋ ansa̋ mẽbaa há.	I had my tank filled up before I came here.

9.	Yɛhyɛɛ mẽ tá̩ŋ̩̀ke̩ nő má̋ wɔ Owúsu̍ hɔ́.	I had my tank filled up at Owusu's.
10.	Mẽtɔɔ ataadé̩ɛ yí wɔ Owúsu̍ hɔ́.	I bought these clothes at Owusu's.

New word

pɛte̩róò dó̩m̀po̩	filling station

Lexical Drill C

1.	Mẽda ase̩.	Thanks.
2.	Kye̩rɛ́ ase̩.	Translate it.
3.	Tó̩ ase̩.	Make a deposit. Pay something down.
4.	Te̩rá̋ ase̩.	Sit down.
5.	Fí ase̩.	Start. Begin.
6.	Hwé̩ ase̩.	Fall down.
7.	Hwɛ́ ase̩.	Look under it.
8.	Be̩rá ase̩.	Be humble. Come down off your high horse. Bend over. Stoop down.
9.	Dí ase̩.	Strike a bargain. Agree on a price.
10.	Twá̩ ase̩.	Draw a line under it.

Lexical Drill D

1.	Waká a̩kyíri.	He's late.
2.	Obedurúù há̩ ȧ̩kyíri.	He arrived late.
3.	Obedurúù há mmé̩re̩ nő pɛ́pɛɛpɛ.	He arrived on time.

4.	Wa̩béduru há mmé̩r(e̩) nő pɛ́pɛɛpɛ.	He is on time. He is in time. He has arrived in time.
5.	Wa̩béduru há ntɛ́m.	He is on time.
6.	Ew̌ím̀hyɛ̋n nő a̩bédu há ntɛ́m.	The bus arrived on time.
7.	Ew̌ím̀hyɛ̋n nő a̩bédu mmé̩r(e̩) áà yáhyè̩hyɛ́ ámȁ nő pɛ́pɛɛpɛ.	The airplane arrived on schedule.
8.	Bɔ́ɔ̀so̩ nő bédu mmé̩r(e̩) áà yáhyè̩hyɛ́ ámȁ nő pɛ́pɛɛpɛ.	The bus will arrive on schedule.
9.	Bɔ́ɔ̀so̩ nő béka a̩kyíri dɔŋ̩hwé̩re̩̍ kő.	The bus will arrive an hour late.
10.	Bɔ́ɔ̀so̩ nő bédu̍ru há ntɛ́m dɔŋ̩hwé̩re̩̍ kő.	The bus will arrive an hour early.

New words

ntɛ́m	haste, swiftness; fast, quick; early, soon
hye̩hyɛ́	to arrange, adjust; fit out, equip
abáawa (pl. m-)	girl
pe̩rá	to sweep
a̩dího̩, a̩díwo̩	yard, court
pe̩ráè̩	broom

Lexical Drill E

1.	Abáawa nő rẹpẹrá ạdíwo.	The girl is sweeping the yard.
2.	Abáawa nő wɔ pẹráẹ̀ fọ́fọ̍rọ.	The girl has a new broom.
3.	Abáawa nő dẹ́ pẹráẹ̀ na ɛɛpẹrá.	The girl is sweeping with a broom.
4.	Abáawa nő dẹ pẹráẹ̀ áà mẽyɛ́ ma̋à nő nő na ɛɛpẹrá.	The girl is sweeping with the broom I made for her.
5.	Abáawa nő ạ́fì asẹ pẹrá.	The girl has begun to sweep the room.
6.	Abáawa nő pẹráà da̋n nő mű siésie áà.	The girl has just swept the room.
7.	Abáawa nő apẹrá da̋n nő mű ạ́w̌ìe.	The girl has finished sweeping the room.
8.	Abáawa nő mpẹráà ɔda̋n nő mű (ɛɛ).	The girl hasn't swept the room yet.
9.	Abáawa nő mfíì asẹ́ mpẹráà yɛ.	The girl hasn't started to sweep yet.
10.	Ạ́fèi ansa̋ na abáawa nő bɛ́pẹ̍ra.	The girl is about to sweep now.

Pattern Drill A

1.	Sɛ mĩgyą́ mẽ́ mpábọ̀a nṍ áà, wúbetu̍mı áyẹ̀ ámã̀ mẽ ạnã́a?	If I leave my shoes, can you repair them?
2.	Sɛ mẹ̃dẹ mẹ̃ káà nṍ bá áà, wúbetu̍mı áyẹ̀ ámã̀ mẽ anã́a?	If I bring my car can you repair it for me?
3.	Sa mẽdẹ mẽ káà nṍ bá áà, wọ́dẹ̀ ɔ́̀ẹyẹrɛ fọ́fọ̍rọ bégu mṹ ámã̀ mẹ̃ anã́a?	If I bring my car will you change the oil?
4.	Sɛ mẹ̃bá ntɛ́m áà, wọ́dẹ̀ ɔ́̀ẹyẹrɛ fọ́fọ̍rọ bégu mṹ ámã̀ mẽ anã́a?	If I come early, will you change the oil for me?
5.	Sɛ mẽbá ntɛ́m áà ɛsɛ sɛ́ɛ̍ mẹ̃twɛ́n nṍ.	If I call early, I'll have to wait for him.
6.	Sɛ wammá áà, ɛsɛ sɛ́ɛ̍ mẽtwɛ́n nṍ.	If he doesn't come, I'll have to wait for him.
7.	Sɛ wammá áà, yenní nã́m áà yebédı.	If he doesn't come, we won't have any meat to eat.
8.	Sɛ yaŋkṹm oguą̃́ áà yenní nã́m áà yebédı.	If we don't kill a sheep, we won't have any meat to eat.
9.	Sɛ yaŋkṹm oguą̃́ áà ɔkɔ́m bɛ́dɛ yɛŋ.	If we don't kill a sheep, we'll be hungry.
10.	Sɛ yammá ntɛ́m áà, ɔkɔ́m bɛ́dɛ yɛŋ.	If we don't get back early, we'll be hungry.

ku͠m	to kill, execute; cause to cease, extinguish
oguạ́ñ	sheep
ɔkɔ́m	hunger

3. Verbs whose noun objects indicate place or location very often have meaning which cannot be guessed. See Lexical Drill C. The student should learn these verbs plus objects as vocabulary items.

4. /-wa/, /-ma/, /-ba/ are productive suffixes, i.e., are used to form many new words. /-wa/ means 'feminine' or 'the female' of the noun to which it is attached. If /-wa/ is preceeded by a single /-a/, /-awa/ is usually /-aá/, e.g., /Atá/, 'a male twin', and /Ataá/, 'a female twin'. /-ma/ means the 'masculine' or 'the male' of the noun. /-ba/ means, 'the child of' or 'the young of' the noun.

5. A low-tone /-ẹ/ suffix forms instrument nouns from verbs, e.g., /pẹráẹ̀/, 'broom' from /pẹrá/, 'to sweep' and /fitáẹ̀/, 'bellows', 'a woven fan', from /fitá/, 'to fan a fire'. Though this suffix is fairly common, the student should avoid coining new verb stems.

6. /ná/ plus the perfect makes up the past perfect. See Lexical Drill B, sentences 6 and 7.

Unit 17

Basic Dialogue

-A-

1	Mẽpaw kyɛ́w.	I beg your pardon.
	edwómũ (pl. (e)ññw̌ómũ)	market, market place
2	Ɛhẽ́fã́ na edwómũ wɔ?	Where is the market?

-B-

	tẽe	straight
3	Kó wa̩ním̀ tẽe.	Go straight. ('Go your face-plane straight.')
	nifã́ (nífã)	right
4	Sɛ wú̩duru sukúùdã́ñ nṍ hṍ áà, fa wú̩ nífã.	When you reach the school, turn right.
	bẽn̩kṹm (bẽ́nkũm)	left
	ɔhé̩ne̩ (he̩̍ne̩) (pl. a-nɔ̃́m)	king, chief
5	Fa wo̩ bẽ́nkũm wɔ Ɔhé̩ne̩ Ŋ̩́kwan̍tá.	Turn left at King's Junction.
	kɔ só̩	to keep on, continue
6	Kɔ só̩ kɔ tẽe kosí sɛ́ɛ̍ wú̩bedu edwómũ nṍ hṍ.	Keep on going until you come to the market.

-A-

7	Mmé̩re̩ sɛ̃́n na métu̍mi de̩ ánànte̩ á̩dùru hɔ́?	How long will it take me to walk there?

-B-

de̩	to take, require
8 Wúbetu̍mi de̩ dɔn̩hwé̩re̩̍fã á̩dùru.	It will take you half an hour to get there.

Notes

1. /guá̩a̩so̩/, which is //guaso//, is also commonly used for 'market' 'market'. This is an Akuapim word meaning 'an assembly', 'place where people come together', 'market'.

2. /de̩/ also is used in the sense of 'taking or requiring a certain amount of time or a certain tool (including money) to do a certain activity'.

Question and Answer Drill A

1. Ɔkwã́n bẽ́n na ɛkɔ́ edwómũ?	Which road goes to the market?
Ɔkwã́n áà ɛdá̩ nifã́ nṍ kɔ́ edwómũ.	The road on the right goes to the market.
2. Guá̩a̩so̩kwã́n wɔ hẽ́?	Where is the market road?
Guá̩a̩so̩kwã́n wɔ bẽnkṹm.	The market road is on the left.
3. Ɛhẽ́fã̍ na bɔ́ɔ̀so̩gyinábe̩̍a nṍ wɔ?	Where is the bus station?
Bɔ́ɔ̀so̩gyinábe̩̍a nṍ wɔ wa̩ním̀.	The bus station is /straight/ ahead.
4. Ɔkwã́n yí kɔ́ hẽ́?	Where does this road go?
Ɔkwã́n yí kɔ́ mpo̩anṍ.	This road goes to the seaside.

5.	Ɛhẽ̋fa̋ na lɔ́rẹ̀ nɔ̋ fáày?	Which way did the car go?
	Lɔ́rẹ̀ nɔ̋ fáà bẽnkũ̋m.	The car took a left.
6.	Ɛdẹɛ̋n na ɛbɔ́ wọ nsá bẽnkũ̋m nɔ̋?	What are you wearing on your left arm?
	Wákyẹ̀ na ɛbɔ́ mẽ nsá bẽnkũ̋m nɔ̋.	I'm wearing a watch on my left arm.
7.	Wọ́yɛ̀ɛ dẹɛ̋n na wʊ́twạá wọ nsá nɪfa̋?	How did you cut your right hand?
	Sékã̋n na etwạ́ạ̀ mẽ̆ nsá nɪfa̋.	It was a knife that cut my hand.
8.	Dá bɛ̋n na yedɪ́ gụạ?	What day is the market held?
	Yedɪ́ gụạ Bẹnada.	Market day is Tuesday.
9.	Ɔfaa kwã̋n w̆eɪ́ sọ́ ana̋a sɛ́ɛ̍ w̆eɪ́ sọ́?	Did he take this road or that one?
	Ɔfaa kwã̋n w̆eɪ́ sọ́.	He took this road.
10.	Yɛbɛ́tọ̍a sọ́ ákɔ̀ yɛŋ ạnɪ́m̀ tẽe ana̋a?	Shall we continue on straight ahead?
	Dạạbɪ́, yɛntọá sọ́ ákɔ̀ yɛŋ ạnɪ́m̀ tẽe?	No, we aren't going to continue on straight ahead.

New words

ɛpọ	ocean, sea
anɔ̋	mouth; edge, brim; beginning
mpọanɔ̋, ɛpọanɔ̋	seaside, seashore
bɔ	to tie, tie up, tie on
wákyẹ̀	watch
tọá	to join, connect, string; follow, continue

Lexıcal Drıll A

1.	Mẽde̩ sa̩mı́ná na ɛhó̩ro̩ò̩ mẽ̩ káà nó.	I used soap to wash my car.
2.	Mẽde̩ sa̩mı́ná hó̩ro̩ò̩ mẽ káà nó.	I washed my car wıth soap.
3.	Mẽto̩n̩n̩ mẽ káà nó.	I sold my car.
4.	Mẽto̩n̩n̩ bayé̩rɛ wɔ edwómũ.	I sold yams at the market.
5.	Mı̃hũu bayé̩rɛ wɔ edwómũ.	I saw yams at the market.
6.	Mı̃hũu nõ sɛ́ꜜɛ́ ɔ́ɔho̩ro̩ ñe káà nó.	I saw hım washıng hıs car.
7.	Mẽgyé̩ mı̃dı́ sɛ́ꜜɛ́ ɔ́ɔho̩ro̩ ñe káà nó.	I belıeve he ıs washıng hıs car.
8.	Mẽgyé̩ mı̃dı́ sɛ́ꜜɛ́ osúo bɛ́tɔ nnɛ́.	I belıeve ıt wıll raın today.
9.	Obısáà mẽ sɛ́ꜜɛ́ osúo bɛ́tɔ nnɛ́.	He asked me ıf ıt wıll raın today.
10.	Obısáà mẽ ne̩a egúa̩a̩so̩ wɔ?	He asked me where the market ıs?

New words

gyé̩ dı́	to belıeve
bayé̩rɛ	yam

Question and Answer Drill B

1.	Ɛdẹɛ̃́n ntí na wúusạ̃́ñ ákɔ̀ sukúù mṹ bío?	Why are you going back to school again?
	Mĩisạ̃́ñ ákɔ̀ sukúù mṹ bío ésĩànẹ sɛ́ɛ̍ mẽw̌ẹrɛ áfìri mẽ́ kóọ̀t.	I'm going back to school because I forgot my coat.
2.	Mpɛ́ŋ̣ ahẽ́ na mɔ̃́tọ ábà?	How often do you hold elections?
	Yɛtọ́ ábà mfíe nṹm bíara.	We hold elections every five years.
3.	Ɛkwã́ñ yí kɔ́ hẽ́?	Where does this road go?
	Ɛkwã́ñ yí kɔ́ ạkuraá bí asẹ.	It goes down to a certain village.
4.	Ɛdẹɛ̃́n ntí na wámma. Fíeda áà etwạ́ mṹ nɔ̃́?	Why didn't you come last Friday?
	Mammá Fíeda áà etwạ́ mṹ nɔ̃́ efi sɛ́ɛ̍ mẽ yẹ́rẹ ạ́tù kwã́ñ.	I didn't come last Friday because my wife went on a trip.
5.	Wọ́ nẽ́ mẽ bɛ́kɔ Mẹ́mẹ̀nẹda áà ɛ́ɛba yi?	Are you going to go with me next Saturday?
	Mẽ́èntumí nẽ wọ́ ŋ̣kɔ́ Mẹ́mẹ̀nẹda áà ɛ́ɛba yi.	I won't be able to go with you next Saturday.

6.	Póstɔ̀fes nő wɔ waním̀ anáa?	Is the post office straight ahead?
	Daabí, póstɔ̀fes nő wɔ w(o) ákyì.	No, the post office is back that way.
7.	Ɛdeǹ na wóyɛɛ̀ mmér(e) áà mɪfíì há nő?	What did you do after I left?
	Mmér(e) áà wúfɪì há nő, mẽkɔhwɛ́ɛ̀ Ɔmáññhyìamúdáñ.	I went to look around the House of Parliament.
8.	Wákɔ̀hwɛ́ Asantehénefɪe pɛn anáa?	Have you ever seen the Ashantihene's palace?
	Áàñ, mẽkɔɔ hɔ́ sɛ́ɛ̀ mẽekɔhwɛ́ Asantehénefɪe.	Yes, I went there especially to see the Ashantihene's palace.
9.	Wókɔɔ̀ ahémfɪe nő, wúhűu Sɪkáagùa Kofí nő anáa?	When you went to the palace, did you see the Golden Stool?
	Daabí, maññyá kwán áǹkɔhwɛ́ Sɪkáagùa Kofí nő.	No, I didn't have an opportunity to see the Golden Stool.
10.	Wúhűu Asantehéne áǹkasa?	Did you see the Asantehene himself?
	Daabí manhű nő; mmɔ̃m mĩhũu nẽ kyéáme.	No, I didn't see him; but rather I talked to his spokesman.

New words

w̌ẹ́rɛ̀	mınd, memory; the seat of the emotıons
w̌ẹ́rɛ̀ fı(rı)	to forget
tọ ba	to elect, choose
ạkuraá asẹ	vıllage
okurạạsénı̍ (pl. ŋ̩-fọ̍ɔ)	vıllager
tu kwã́ñ	to travel, take a trıp
Ɔmã́ññhyı̍ạ̀mṹdãñ	House of Parlıament
Asantẹ́	Ashantı language or regıon
Asantẹhẹ́nẹ	the Kıng of Ashantı
pɛŋ̩	before, prevıously
ahẹ́mfıe	palace, chıef's house
Sıkạ́ạgụ̀ạ Kofí	the Golden Stool
ñyạ̃ kwã́ñ	to have an opportunıty, get the chance
ạ́ŋ̩̀kasa	self
ḿmõ̀ḿ	rather
okyẹ́ãmẹ (pl. a-)	a chıef's spokesman

Pattern Drıll A

1. Ná mẽyɛ́ abọfára nṍ, mẽtẹrã́à Ŋ̩kẹrạ̃ñ.	When I was a chıld, I lıved ın Accra.
2. Mmẹ́r(ẹ) áà mẽwɔ Ghánà nṍ, mẽtẹnã́à Ŋ̩kẹrãñ.	Whıle I was ın Ghana, I stayed ın Accra. When I was ın Ghana, I lıved ın Accra for a whıle.

3.	Mmẹ́r(ẹ) áà mẽwɔ Ghánà nó, ná mẽtẹ Ŋkẹrạ̃ñ.	When I was in Ghana, I lived in Accra.
4.	Mé papá w̆úì nó, ná mẽtẹ Ŋkẹrạ̃ñ.	When my father died, I lived in Accra.
5.	Mé papá w̆úì nó, ná mạdí mfíe dú.	When my father died, I was ten years old.
6.	Mmẹ́r(ẹ) áà yetú kɔ́ɔ̀ Tạ́kòrạdi, ná mạdí mfíe dú.	When we moved to Takoradi, I was ten years old.
7.	Mmẹ́r(ẹ) áà yetú kɔ́ɔ̀ Tạ́kòrạdi, ná yɛŋwọ́ọ̀ mí ñúabàa nó ɛɛ.	When we moved to Takoradi, my sister wasn't born yet.
8.	Mmẹ́r(ẹ) áà mĩfíì sukúù asẹ nó, ná yɛŋwọ́ọ̀ mí ñúạbàa nó ɛɛ.	When I started to school, my sister wasn't born yet.
9.	Mmẹ́r(ẹ) áà mĩfíì sukúù asẹ́ nó, ná yɛtẹ sukúùdáñ nó ñkyɛ̃́ñ pɛɛ.	When I started to school, we lived close to the school.
10.	Ná mẽyɛ́ abọfára nó, ná yɛtẹ sukúùdáñ nó ñkyɛ̃́ñ pɛɛ.	When I was a child, we lived close to the school.

Lexical Drill B

1.	Ɔpɔŋkɔ́ nɔ̋ da ɔkwa̋n nɔ̋ mű.	The horse is lying in the road.
2.	Ɔpɔŋkɔ́ nɔ̋ gyina ɔkwa̋n nɔ̋ mű.	The horse is standing in the road.
3.	Mpɔŋkɔ́ nɔ̋ bọa ɔkwa̋n nɔ̋ mű.	The horses are lying together in the street.
4.	Mpɔŋkɔ́ nɔ̋ bọ́abọ̀a ɔkwa̋n nɔ̋ mű.	The horses are lying about in groups in the street.
5.	Mpɔŋkɔ́ nɔ̋ dẹda ɔkwa̋n nɔ̋ mű.	The horses lying about in the road.
6.	Mpɔŋkɔ́ nɔ̋ gyinạgyina ɔkwa̋n nɔ̋ mű.	The horses are standing about in the street.

Lexical Drill C

1.	Duạ́ da fạ́m̀.	There is a stick lying on the floor.
2.	Nnuạ́ gu fạ́m̀.	There are trees lying on the ground.
3.	Nnuạ́ gugu fạ́m̀.	There are sticks scattered on the ground.
4.	Nnuạ́ dẹda fạ́m̀.	There are logs lying about the ground.
5.	Nnuạ́ sisi fạ́m̀.	There are trees /standing/ about the ground.

New words

ɔpɔŋkɔ́ (pɔ́ŋkɔ) (pl. m-)	horse
bọa	to lie or lay in a group
dụá (nnụá)	tree, stick, wood

Lexical Drill D

1.	Ɔkɔ́m dẹ mẽ.	I'm hungry. ('Hunger possesses me.')
2.	Osukɔ́m dẹ mẽ.	I'm thirsty.
3.	Awɔ́ dẹ mẽ.	I'm cold.
4.	Ạhúhurọ dẹ mé.	I'm hot.

5.	Mạní kũm.	I'm sleepy. ('My eyes are dead.')
6.	Mabẹ́rɛ.	I'm tired. ('I have /become/ fatigued.')

7.	Ɛyɛ́ mẽ dɛ.	It's sweet. ('It is /to/ me sweet.')
8.	Ɛyɛ́ mẽ ñw̆ẹnẹ.	It's bitter.
9.	Ɛyɛ́ mẽ ñkyẹnẹñkyẹ́nẹ.	It's salty.

10.	Ew̆ím̀ yɛ hyẹ.	It's hot. ('The air is hot.')
11.	Ew̆ím̀ yɛ ñw̆ínì.	It's cold.

New words

ɔkɔ́m	hunger
awɔ́	cold, chill
a̩húhuro̩	heat, steam
kũm	to die, be dead, kill
be̩rɛ́	to fatigue, grow weary
dɛ	sweet; pleasant, agreeable
ñw̌e̩ne̩	bitter, sour
ñkyé̩ne̩	salt
ñkye̩ne̩ñkyé̩ne̩	salty
hye̩	to burn; hot
ñw̌ĩ́nî	cool

3. /mẽw̌é̩rɛ̀ á̩fìrı/ is often /mĩw̌í á̩fìrı/.

4. Before the Europeans came the Ashanti Empire controlled most of the central and southern part of what is now Ghana. The /Asante̩hé̩ne̩/ or King of the Ashanti ruled from Kumasi where he sat on the Golden Stool, which was believed to have descended from heaven. One did not directly address a chief, but one spoke to the king's /okyé̩ã́me̩/, 'spokesman', who whispered the message to the chief. The spokesman then gave the king's reply to the inquirer.

5. /áŋ̀kasa/ may be preceeded by independent personal pronouns, e.g., /mẽ áŋ̀kasa/, 'myself'.

6. Most stative verbs showing location are reduplicated to indicate the subjects of the verb are *scattered* or *distributed about* in the position or manner indicated by the verb stem.

7. The perfect of some verbs is often used to describe a present condition resulting from something past, e.g., /mabé̩rɛ/, 'I'm tired', literally 'I have /become/ fatigued'.

8. Some adjectives occur only after a verb, e.g., /dɛ/, 'sweet'. If the verb of the sentence is not a stative verb, this type of adjective follows the noun in a subordinate clause beginning with /áà yɛ̂/, 'which is'.

9. /póstòfe̩s/ is //posuɔfese//.

Unit 18

Basic Dialogue

	-A-	
1	Wǫ́yɛ dẹɛ̃́ñ ạ́dwùma?	What's your occupation?
	-B-	
	kookóò	cocoa, cocoa tree
	ạfúo, ạfúw (pl. m-)	farm, field
	dɔ	to produce, raise, increase
2	Mẽdɔ́ kookóò ạfúo.	I'm a cocoa farmer.
	-A-	
	sõ	to be big, be large
3	Wǫ́ ạ́fu̍o nṍ sõ anã́a?	Is your farm large?
	-B-	
4	Ạ̃́ạ̀ñ, ɛsõ kakẹráa.	Yes it's not so big.
	-A-	
	yarẹ́ɛ (yárẹɛ) (pl. ñ-)	sickness, disease
5	Wǫ́ ạ́fu̍o nṍ kookóò yarẹ́ɛ wɔ mṹ?	Are you troubled by swollen shoot disease?
	-B-	
6	Ạ̃́ạ̀ñ, kookóò yarẹ́ɛ ạ́kũ̀m nnuạ́ nṍ fã́.	Yes, swollen shoot has killed about half my trees.
	-A-	
7	Entí nnuạ́ áà yarẹ́ɛ wɔ mṹ nṍ wǫ́yɛ nṍ dẹɛ̃́ñ?	What do you do then with the infected trees?

-B-

mmará (mmárȧ)	law, rule
twa̩...gu	to cut in various locations
8 Aba̋n mmará kye̩rɛ́ sɛ́ɛ̍ ɛsɛ sɛ́ɛ̍ yetwá̩ nnuá̩ áà yaré̩ɛ wɔ mű nő ñyĩna̋a gu.	Government regulations say that all infected trees must be cut out.

Notes

1. /ɛső kake̩ráa/, 'It's not so big', literally 'It's big a little' is a modest way of implying 'It's quite large'.

2. /kookőò yaré̩ɛ/, 'swollen shoot disease' attacks and kills cocoa trees. At present there is no known cure for swollen shoot. The government pays farmers to cut out infected trees. Ghana is the world's leading producer of cocoa and depends on her export of about a quarter of a million tons per annum for most of her foreign exchange.

3. /Entí...wó̩yɛ nő de̩ɛ̋ñ?/ is quite emphatic and shows surprise or other emotion. If emphasis were not desired, dialogue sentence 7 would probably be /Ɛde̩ɛ̋n na wó̩dè̩ nnuá̩ áà yaré̩ɛ̍ wɔ mű nő yɛ́?/, 'What do you do with the infected trees?'.

4. /gu/, 'to be poured, sprinkled, or spread about', is used after another verb to show that the action is performed at various places, or with a number of items, e.g., /twa̩...gu/, 'to cut out pieces here and there', 'cut at several locations'. Sometimes /gu/ translates 'onto', 'upon'; 'away', e.g., /mɛ̃to̩o̩ pé̩nsè̩re̩ nő gúùyɛ/, 'I threw the pencils away' or /Mɛ̃to̩o̩ pɛ́nsè̩re̩ nő guu pőn̩ só̩/, 'I threw the pencils onto the table'.

Lexıcal Drıll A

1.	Mẽdɔ́ kookóò ạfúo wɔ Júạạsọ.	I'm a cocoa farmer at Juaso.
2.	Mẽdɔ́ ṇkátẹ̀ɛ afúo wɔ Mpráẹsọ.	I'm a peanut farmer at Mpraeso.
3.	Mẽ́ papá yɛ porísìnı wɔ Mpráẹsọ.	My father ıs a polıceman at Mpraeso.
4.	Mẽ́ papá dı porósì wɔ Yéndì.	My father ıs ın the polıce at Yendı.
5.	Wɔyɛ́ṇ ạnạntwíe wɔ Yéndì.	They raıse cattle at Yendı.
6.	Wɔyɛ́ṇ ạnạtwíe wɔ Esíremũ.	They raıse cattle ın Northern Ghana.
7.	Yɛyɛ́ abáñ ạ́dwùma wɔ Esíremũ.	We work for the government ın Northern Ghana.
8.	Yɛyɛ́ abáñ ạ́dwùma wɔ Adáa.	We work for the government at Ada.
9.	Otú ñkyẹ́nẹ wɔ Adáa.	He mınes salt at Ada.
10.	Otú sıká wɔ Obuạ́sı.	He mınes gold at Obuası.

New words

ṇkátẹ̀ɛ	peanut, groundnut
porísìnı (pl. m- ~ a- fọ́ɔ)	polıceman
pórısì	polıce
dı	to work as, be employed as
yɛṇ	to breed, nurse, raıse anımals

ną́ntwíe (ną́ntwıe) (pl. ąnąntwíe)	a head of cattle
ɛsę́rɛ̍ (se̍rɛ̀)	grass
Esíremũ	the grasslands ın the north of Ghana
Esıremũfǫ́ɔ	the ınhabıtants of the grasslands
tú	to dıg, farm, mıne

Lexıcal Drıll B

1.	Anõmãá nő sı duą nő sǫ́.	The bırd ıs ın the tree.
2.	Anõmãá nő ątú ą́kòsı duą nő sǫ́.	The bırd has flown ınto the tree.
3.	Anõmãá nő ątú ą́fìrı duą́ nő sǫ́.	The bırd has flown out of the tree.
4.	Anõmãá nő ątú áfà duą́ nő asę.	The bırd flew under the tree.
5.	Anc̃mãá nő eetú áfà duą́ nő hő.	The bırd ıs flyıng past the tree.
6.	Anõmãá nő ątú twą duą́ nő hő ą́hyìą.	The bırd flew around the tree.
7.	Anõmãá nő ątú ko duá nő hő.	The bırd flew toward the tree.
8.	Anõmãá nő ątú ą́fìrı duą́ nő hő.	The bırd flew away from the tree.

9. Anŏmãá nŏ́ a̩tú áfà duá̩ nŏ́ só̩.	The bird flew over the tree.
10. Anŏmãá nŏ́ a̩tú áfà nnuá̩ nŏ́ ntɛ́m.	The bird flew between the trees.

New words

anŏmãá (ánŏ̍mãa) (pl. n-)	bird
tu	to fly
ñhyiá̩	meeting, interview, session

Lexical Drill C

1. Ooduá̩ kookóò wɔ náfo̩ɔm̀.	He is planting cocoa on his farm.
2. Ooduá̩ kookóò wɔ nnuá̩ kɛsé̩ɛ nŏ́ ase̩	He is planting cocoa under the tall trees.
3. Nĭ fíe si nnuá̩ ke̩sé̩ɛ nŏ́ ase̩.	His house is under the big trees.
4. Nĭ fíe si nsúo nŏ́ hŏ́.	His house is by the river.
5. Ɔɔnam nsúo nŏ́ hŏ́.	He is walking by the river.
6. Ɔɔnam nsúoa̩nŏ̀.	He is walking along the river bank.
7. Ɔsắñ̀ kɔɔ nsúoa̩nŏ̀.	He went back to the edge of the river.
8. Ɔsắñ̀ kɔfáà nné̩ɛmã́ áà ná wá̩gya̩ nẽ hɔ́ nŏ́.	He went down to get the things he had left.

9. Ɔkɔɔ sọ́rọ̀ hɔ́ kɔfáà nnẹ́ɛmã́ áà ná wą́gyą nẽ hɔ́ nő.	He went up to get his things that he had left.
10. Ɔkɔɔ sọ́rọ̀ kɔdáày.	I went upstairs and went to bed.

New words

sa̋ñ, sa̋nẽ̀	to return
nsúoạnọ̃̀	edge of water, riverbank, lakeside
ɔsọ́rọ̀	top, upper part; above, over

Pattern Drill A

1. ⊙Abarẹmáa̍ áà ɔ́ɔkasa nő yɛ mi̋ ñűą.	The boy who is talking is my brother.
2. Abarẹmáa̍ áà ɔ́ɔkɔ nő yɛ mi̋ ñűą.	The boy who is going is my brother.
3. Abarẹmáa̍ áà ɔ́ɔpẹra nő yɛ mi̋ ñűą.	The boy who is sweeping is my brother.
4. Abarẹmáa̍ áà ɔtẹ́ há nő yɛ mi̋ ñűą.	The boy who is sitting there is my brother.
5. Abarẹmáa̍ áà ɔpẹrá nő yɛ mi̋ ñűą.	The boy who sweeps is my brother.
6. Abarẹmáa̍ áà ɔkɔ́ nő yɛ mi̋ ñűą.	The boy who goes is my brother.
7. Abarẹmáa̍ áà obɪsá nő yɛ mi̋ ñűą.	The boy who asks is my brother.

8.	Abarẹmáa̍ áà ɔtẹ́nãa̍ hɔ́ nṓ yɛ mī́ ñū̍ą.	The boy who sat there ıs my brother.
9.	Abarẹmáa̍ áà ɔpẹ́raa̍ nṓ yɛ mī́ ñū̍ą.	The boy who swept ıs my brother.
10.	Abarẹmáa̍ áà ɔkásaa̍y nṓ yɛ mī́ ñū̍ą.	The boy who talked ıs my brother.
11.	Abarẹmáa̍ áà obísaa̍y nṓ yɛ mī́ ñū̍ą.	The boy who asked ıs my brother.
12.	Abarẹmáa̍ áà ɔbáa̍y nṓ yɛ mī́ ñū̍ą.	The boy who came ıs my brother.
13.	Abarẹmáa̍ áà ɔtɔ́ɔ̍y nṓ yɛ mī́ ñū̍ą.	The boy who bought ıt ıs my brother.

Pattern Drıll B

1.	Abarẹmáa̍ áà ɔ́ɔŋká̍sa nṓ yɛ mī́ ñū̍ą.	The boy who ısn't talkıng ıs my brother.
2.	Abarẹmáa̍ áà ɔ́ɔŋkɔ̍ nṓ yɛ mī́ ñū̍ą.	The boy who ısn't goıng ıs my brother.
3.	Abarẹmáa̍ áà ɔ́ɔmpẹ̍ra nṓ yɛ mī́ ñū̍ą.	The boy who ısn't sweepıng ıs my brother.
4.	Abarẹmáa̍ áà ɔ́ntẹ̍ há nṓ yɛ mī́ ñū̍ą.	The boy who ısn't sıttıng here ıs my brother.
5.	Abarẹmáa̍ áà ɔ́mpẹ̍ra nṓ yɛ mī́ ñū̍ą.	The boy who doesn't sweep ıs my brother.
6.	Abarẹmáa̍ áà ɔ́ŋkɔ̍ nṓ yɛ mī́ ñū̍ą.	The boy who doesn't go ıs my brother.

7.	Abarẹmáa̍ áà ómmi̍sa nó yɛ mí ñúą.	The boy who doesn't ask is my brother.
8.	Abarẹmáa̍ áà ɔ́ntẹ há nó yɛ mí ñúą.	The boy who doesn't sit here is my brother.
9.	Abarẹmáa̍ áà wámpẹra nó yɛ mí ñúą.	The boy who didn't sweep is my brother.
10.	Abarẹmáa̍ áà wáŋká̍sa nó yɛ mí ñúą.	The boy who didn't talk is my brother.
11.	Abarẹmáa̍ áà wómmi̍sa nó yɛ mí ñúą.	The boy who didn't ask is my brother.
12.	Abarẹmáa̍ áà wámmá̍ nó yɛ mí ñúą.	The boy who didn't come is my brother.
13.	Abarẹmáa̍ áà wántɔ́ nó yɛ mí ñúą.	The boy who didn't buy it is my brother.

New word

abarẹmáa̍ (pl. m-)	boy, lad

Lexical Drill D

1.	Abáñ áhyẹhyɛ́ mmára fófo̍ro pii.	The government has passed many new laws.
2.	Abáñ áhyẹhyɛ mã́ sukúùfọ̀ɔ ábà Amẹ́rẹ̀ka.	The government has arranged for students to come to America.
3.	Wabọ́a mã́ sukúùfọ̀ɔ ábà Amẹ́rẹ̀ka.	He has helped students come to America.

4.	Wabọ́a mẽ́ mã́ máhyẹhyɛ́ mẽ́ báẹ̀sẹkẹrɛ.	He has helped me repair my bicycle.
5.	Wóbetúmi ábọ̀a mẽ́ mã́ máhyẹ̀hyɛ́ mẽ́ báẹ̀sẹkẹrɛ.	Can you help me fix my bicycle?
6.	Wóbetúmi ábọ̀a mẽ́ mã́ máhwẹ̀hwɛ́ °Ṇkúruma °Ạ́vènu?	Can you help me find Nkrumah Avenue?
7.	Mẽ́tẹ Ṇkúruma Ạ́venu.	I live on Nkrumah Avenue.
8.	Mẽ́tẹ °Kẹmbẹ́rẹ̀ Ạ́vènu nẽ́ °Pégẹ̀n °Róòdo ṇkwantá.	I live at Kimberly Avenue and Pagan Road.
9.	Márkọ̀la nọ́mà wáǹ si Kẹmbẹ́lẹ̀ Ạ́venu nẽ́ Pégẹ̀n Róòdọ ṇkwantá.	Markola Number One is at the corner of Kimberly Avenue and Pagan Road.
10.	Márkòla nómà wáǹ dí Mmạ́ra Súkuù sọ́.	Markola Number One is next to the Law School.

New words

báẹ̀sẹkẹrɛ	bicycle
dí...sọ́	to follow, come after, be next, to be beside

5. The tone pattern which a verb has in isolation is the primary tone pattern. The verb in most independent clauses has the primary pattern. In relative clauses and after emphatic /na/, most verbs have a different or secondary tone pattern, but the positive simple present and the positive stative verbs do not have a secondary pattern. Verb forms that have secondary tone patterns are: (1) positive progressive and positive perfect, high throughout, (2)

positive past, primary prefixes, high stem vowels, mid tense suffix, high adverbial suffixes, (3) positive future and all negatives, high prefixes, mid on first stem vowel, high on succeeding stem vowels.

6. /abare̩máa̍/ is //abarimaa//.

7. /N̩kúruma Á̩venu/ is /Nkrumah Avenue//.
/Ke̩mbé̩rè̩/ or /Ke̩mbé̩lè̩ Róòdo/ is //Kimberly Road/.
/Pégè̩n Róòdo/ is //Pagan Road//.

Unit 19

Basic Dialogue

	-A-	
1	Wúgyi dí sɛ́ɛ̍ osú bɛ́tɔ̍ ɛnnɛ́ anáa?	Do you think it will rain today?
	-B-	
2	Da̩a̩bí, mĩñ̃yí nní sɛ́ɛ̍ osú bɛ́tɔ̍.	No, I don't believe it will rain today.
3	Wó̩o̩kɔ ba̩a̩bí anáa?	Are you going somewhere?
	-A-	
	fó̩tbɔ̀ɔl	soccer
4	Ã̩́à̩ñ, mẽpɛ sɛ́ɛ̍ mẽkɔhwɛ́ fó̩tbɔ̀ɔl.	Yes, I want to go to a soccer game.
	-B-	
	bɔ́ɔ̀l	ball
5	Hwã́nnõm na ɛɛbɔ́ bɔ́ɔ̀l ɛnnɛ́?	Which teams are playing today?
	-A-	
	kɔtɔkɔ	brave companions, able teammates
6	Kɔtɔkɔ nẽ °Gerét Ashánte̩s.	The Kotokos and the Great Ashantis.
	-B-	
7	Sɛ nsúo t(ɔ́) áà, wó̩bɛyɛ de̩ɛ̃́ñ?	What will you do if it rains?

-A-

8	Sɛ nsúo t(ɔ́) áà, mɛ́te̩nã́ fíe makẽnkã́n mẽ́ hõ̀mã.	If it rains, I'll stay home and read.

Notes

1. /-nṍm/, which forms the plural of many nouns referring to persons, may also mean 'and those with the subject', e.g., /Owúsunṍm/, may mean 'The Owusus (any two or more persons with this name)' or 'Owusu and the people with him'.

Pattern Drill A

1.	Wúgyi dí sɛ́ɛ̍ ɔ́ɔba?	Do you think he is coming?
2.	Wúgyi dí sɛ́ɛ̍ ɔ́ɔkɔ?	Do you think he is going?
3.	Wúnĩ̀m ɔbaré̩ma̍ áà ɔ́ɔkɔ nṍ?	Do you know the man who is going?
4.	Wúnĩ̀m ba̩a̩bí áà ɔwɔ?	Do you know where he is?
5.	Mĩnnĩ́m ba̩a̩bí áà ɔwɔ.	I don't know where he is.
6.	Mĩnnĩ́m ne̩a ɔ́ɔyɛ.	I don't know what he is doing.
7.	Kɔhwɛ́ ne̩a ɔ́ɔyɛ.	Go see what he is doing.
8.	Kɔhwɛ́ sɛ́ɛ̍ nsúo ɛ́ɛtɔ.	Go see if it is raining.
9.	Bisa nṍ sɛ́ɛ̍ nsúo ɛ́ɛtɔ.	Ask him if it is raining.
10.	Bisa nṍ sɛ́ɛ̍ Kɔtɔkɔ ɛ́ɛbɔ ɛnnɛ́.	Ask him if the Kotokos are playing today.

Question and Answer Drill A

1. Tíìm bɛ́n na wọ́pɛ̀ wɔṇ ásɛ̀m?	What is your favorite team?
Mẽpɛ Kɔtɔkɔ asɛ́m.	I like the Kotokos.
2. Wọ́gyẹ nẹa ɔkáa̍yɛ nó dí?	Do you believe what he said?
Dạạbí, maññyẹ́ nẹa ɔkáa̍yɛ nó ạnní.	No, I didn't believe what he said.
3. Sɛ osúo t(ɔ́) áà, wọ́bɛyɛ dẹɛ́n?	What will you do if it rains?
Sɛ osúo t(ɔ) áà, méèṇkɔ́.	If it rains, I'm not going to go.
4. Mmarẹ́ma̍ nó mú nẹa ɔwɔ hẹ́n na ɔɔhwẹhwɛ́ mẽ?	Which one of the men is looking for me?
Barẹ́ma̍ áà ɔ́ɔhyɛ ataadẹ́ɛ ntuntúm nó na ɔɔhwẹhwɛ́ wọ.	The man wearing the blue trousers is looking for you.
5. Ɔbáa bɛ́n na ɔ́ɔsó egyá̧ nó?	Who is that woman carrying firewood?
Mĩnním ɔbáa nó, áà ɔ́ɔsó egyá̧ nó.	I don't know that woman who is carrying the firewood.
6. Ɛhé na kúruwa̍ áà mé mãamé dẹ mãa mẽ nó wɔ?	Where is the cup that my mother gave me?
Kúruwa̍ áà wọ́ mãamé dẹ mãa wọ nó abɔ́.	The cup that your mother give you got broken.

7.	Hwáñ na ɔfáà ŋhómã áà ɛdá ɔpón nó sǫ́?	Who took the book that was lying on the table?
	Ɔsɔ́fọɔ nó fáà ŋhómã âà ɛdá ɔpón nó sǫ́?	The preacher took the book that was lying on the table.
8.	Abarẹmáȧ bɛ́n na wǫ́ nẽ́ nó kasa?	Who was that boy you were talking to?
	Abarẹmáȧ nó yɛ mĩ́ sukúùfúo nó mú baakó.	That boy is one of my students.
9.	Ąkoññũą́ áà n(a) esí mfɛ́nsẹ̀rẹánó nó wɔ hẽ́?	Where is the chair that was under the window?
	Yɛtɔŋŋ ąkoññũą́ nó mãa ɔbáa áà ɔbaa ɛhá nnɛ́ra.	That chair was sold to a woman who came yesterday.
10.	Mfɛ́ǹsẹrẹ nó kyẹrɛ́ ɛhẽ́?	Which direction does the window face?
	Mfɛ́ǹsẹrẹ nó kyẹrɛ́ abɔntẽ́ñ.	The window faces the street.

New words

tíìm	team
ɔsɔ́fọɔ (pl. a-)	preacher, minister, priest

Question and Answer Drill B

1.	Wọ́wɔ̀ tuntúm ana̋a fítaa?	Do you have either a black one or a white one?
	Mẽwɔ kɔkɔɔ́ ŋ̩kőaa.	I have only red ones.
2.	Hwa̋n na ɔ́ɔkɔ kúro kɛsẹ́ɛ mű?	Who is going into the city?
	Yɛŋ̩ mű baakő ɛɛkɔ́ kúro kɛsẹ́ɛ mű.	Either he or I am going into the city.
3.	Hwa̋ñ na ɔka̋ày sɛ́ɛ̍ ɔ́mma̍ra?	Who asked him to come?
	Kofí nẽ́ Ámma̍ mű baakő na ɛŋ̩ka̋ày sɛ́ɛ̍ ɔ́mma̍ra.	Neither Kofi nor Amma asked him to come.
4.	Ɛdẹ̋n ntí na wọ́kɔɔ̍ hɔ́?	Why did you go there?
	Mẽkɔɔ hɔ́ kɔhánɛ̏ da̋ñ.	I went there to rent a room?
5.	Wúhűu barẹ́ma̍ áà na wọ́ọhwẹ̍hwɛ nő?	Did you find the man you were looking for?
	Mạ́ŋ̩̀hű barẹ́ma̍ áà na me̋ehwẹ̍hwɛ nő.	I couldn't find the man I was looking for.
6.	Wọ́gyẹ̀ẹ nnẹ́ɛma áà ɔdẹ baayɛ nő.	Did you accept the things he brought?
	Mẽgyẹẹ nnẹ́ɛma áà ɔdẹ baayɛ nő bí.	I accepted some of the things he brought.

7. Wọ́ da̋ñ nő wɔ sọ́rọ anа̋a fạ́m̀?	Is your room upstairs or downstairs?
Me̋ da̋ñ nő wɔ ɛsọ́rọ̀ hɔ́ etírı hɔ̋.	My room is upstairs at the end /of the hall/.
8. Wọ́dẹ̀ egyạ́ nő áà wọ́twạạ̀yɛ nő kɔyɛ́ dẹɛ̋ñ?	What are you going to do with the wood they cut up?
Me̋dẹ egyạ́ nő áà wọ́twạạ̀yɛ nő. rẹkosíe.	I'm going to save the firewood that they cut up.
9. Wókyẹrɛɛ̀ nő sɛ́nẹ̍a yɛhyɛ́ káà asẹ.	Did you explain to him how to start the car?
Dạạbí, Kwạ́kù na ɛkyẹ́rɛɛ̀ nő sɛ́nẹ̍a yɛhyɛ́ káà asẹ.	No, but Kwaku explained to him how to start the car.
10. Wạ́hyı̀ạ ŋ̣kọrɔfọ́ɔ áà ɔtẹ ɔda̋ñ baakő nő m(ű)?	Have you met the people who live next door?
Ạ̋ạ̀ñ, mạhyíạ ŋ̣kọrɔfọ́ɔ áà ɔtẹ ɔda̋ñ baakő nő m(ű).	Yes, I have met the neighbors.

New words

hạ́nȅ, ha̋ẹ̀	to rent, hire
sıé	to save, keep
kyẹrɛ́...asẹ	to explain, show
ŋ̣kọrɔfọ́ɔ	neighbors

Lexical Drill B

1.	Ẹ́èbı́ą̀ nsúo bɛ́tọ ansa̋ na yasa̋ñ ábà.	It will probably rain before we get back.
2.	Éèbı́ą̀ nsúo bɛ́tọ mąkyı́.	It will probably rain while I'm out.
3.	Wɔkőo mąkyı́.	They fought during my absence.
4.	Wɔkőo wɔ bẹ́pɔ nő sọ́.	They fought a battle on the hilltop.
5.	Osıı da̋ñ wɔ bẹ́pɔ nő sọ́.	He built a house on top of the hill.
6.	Osıı da̋ñ wɔ bẹ́pɔ nő asẹ.	He built a house at the foot of the mountain.
7.	Ąsubúra̍ da bẹ́pɔ nő asẹ.	There's a well at the bottom of the mountain.
8.	Ąsubúra̍ da ɔda̋ñ nő ñkyɛ̋ṇ.	There's a well on the other side of the house.
9.	Obı́ rẹtwẹ́ṇ wọ wɔ ɔda̋ñ nő ñkyɛ̋ñ.	There's someone waiting for you on the other side of the house.
10.	Ebı́nőm rẹtwẹ́ṇ wọ wɔ ɔda̋ñ nő ñkyɛ̋ñ.	Some of the people are waiting for you on the other side of the house.
11.	Ṇkọrɔfọ́ɔ bı́ rẹtwẹ́ṇ wọ wɔ ɔda̋ñ nő ñkyɛ̋ñ.	There are some people waiting for you on the other side of the house.

Lexical Drill C

1.	Ɔmãa mẽ nantẹ́ yíye̍.	He bade me farewell.
2.	Ɔmãa mẽ ŋhṍmã bí áà ɛfá Ghánà hṍ.	He gave me a book about Ghana.
3.	Mẽ nsá ákã̀ ŋhṍmã bí áà ɛfá Ghánà hṍ.	I have received a book about Ghana.
4.	Mẽ nsá ákã̀ sıká áà ɔhẹ́nẹ nṍ dẹ mãnẽ́ẽ̀ mẽ nṍ.	I have received the money which the chief sent me.
5.	Obí ạ́w̃ı̀ạ sıká áà ɔhẹ́nẹ nṍ dẹ mãnẽ́ẽ̀ mẽ nṍ.	Someone has stolen the money which the chief sent me.
6.	Obí ạ́w̃ı̀ạ sıká áà mẽ́ nsá kã́àyɛ nṍ. ñyĩnã́a.	Someone has stolen all the money that I received.
7.	Masẹ́ɛ sıká áà mẽ́ nsá kã́àyɛ nṍ ñyĩnã́a.	I have used up all the money that I received.
8.	Masẹ́ɛ mẽ pɛ́nsẹ̀rẹ áà ákà nṍ.	I have used up my last pencil.
9.	Wafá mẽ pɛ́nsẹ̀rẹ áà ákà nṍ.	He has taken my last pencil.
10.	Wafá saá kwã́ñ yí sọ́ da.	He has used this road before.

New words

kã	to touch, come ın contact wıth, come to, reach
mãnẹ̃́, mãnạ̃́	to send, receıve
w̌ıạ́	to steal
sẹ	to spend, use up; damage, ruın

Lexıcal Drıll D

1. Mẹ́tuạ wọ pɔ́ŋ baakṍ mã wapẹrá dã́n mũ há.	I wıll pay you one pount to clean thıs room.
2. Pɔ́ŋ baakṍ suạ mã́ mẽ sɛ́ɛ̍ mẽpẹrá dã́n mũ há.	One pound ıs not enough for me to clean thıs room.
3. Pɔ́ŋ baakṍ suạ mã ataadẹ́ɛ fọ́fọ̍rọ.	One pound ısn't enough for a new suıt.
4. Saá ntamạ̃́ yí yɛ́ mã ataadẹ́ɛ fọ́fọ̍rọ.	Thıs materıal ıs suıtable for a new dress.
5. Saá ntamạ̃́ yí nẽ́ mẽ kyɛ́ yı na ɛɛkɔ́.	Thıs materıal goes well wıth my hat.
6. Mẽ táẹ̀ yí nẽ́ matáa̍dẹɛ fọ́fọ̍rọ nṍ na ɛɛkɔ́.	Thıs tıe of mıne goes well wıth my new suıt.
7. Mĕ táẹ̀ yí nẽ́ matáa̍dẹɛ fọ́fọ̍rọ nṍ fırı Ạburokyírı.	Thıs tıe of mıne and my new suıt are from Europe.

8.	Mawọ́fọɔnṍm fırı Ạburokyírı.	My parents are from Europe.
9.	Mawọ́fọɔnṍm fırı Ạburokyírı ábà.	My parents are back from Europe.
10.	Ɔdẹ ṇkẹrá fırı Ạburokyírı ábà.	He brought a message from Europe.

New word

suạ	to be lıttle, few, ınsuffıcıent

Unıt 20

Basıc Dıalogue

	-A-	
	kyıą́	to greet, shake hands, welcome; bet, wager
1	Owúrà Mẽ́nsàh, mẽdę mĩ́ ñúą yí rıbekyıą́ wǫ́.	Mr. Mensah, I want to present my brother to you.
	-B-	
2	Yɛfęrɛ́ wǫ sɛ̃́ñ?	What's your name?
	-C-	
3	Yɛfęrɛ́ mẽ Kwąkú Bónsù.	My name ıs Kwaku Bonsu.
	-B-	
4	Wǫ́tę̀ kúròm há anã́a? Ɛsıą̃́nẽ́ sɛ́ɛ̍ mẽñhyíąą̀ wǫ da.	Do you lıve ın the cıty? I've never met you before.
	-C-	
5	Dąąbí, mẽ̄ntę́ há. Mẽtę Kumásę. Mẽbɛsęráà mĩ́ ñúą.	No, I don't lıve here. I lıve at Kuması. I'm /here/ vısıtıng my brother.
	-B-	
6	Wúnĩ̀m owúrà Kwabęná Ą́ntwì? Ɔtɔ́ koɔkóò wɔ Kumásę.	Do you know Kwabena Antwı? He ıs a cocoa buyer at Kuması.
	-C-	
7	Ą́ą̀ñ, mĩnĩm nɔ̃́. Ɔtɔ́ kookóò fırı mẽ́ papá ñkyɛ̃́ñ.	Yes, I know hım. He buys cocoa from my father.

	-B-	
8	Dá bɛ̃́n na wó̩bɛsãñ ákɔ̀ Kumáse̩?	When do you return to Kumasi?
	-C-	
9	Ɔkyẽ́na anɔpâ.	Tomorrow morning.
	-B-	
10	Nanté̩ yíyė.	Goodbye. Have a good trip. Farewell.
	-C-	
11	Ya̩a̩ owûrà.	Yes sir.

Notes

1. /Nanté̩ yíye̩̍/, 'Farewell', is used when someone is going on a trip. /Maké̩ra wo̩/, 'Goodbye', 'I'm taking leave of you' is used when you expect to see the person again fairly soon.

Pattern Drill A

1.	Mẽpaw kyɛ́w, mã mẽ mfáẁ ñkyé̩rɛ̀ ɔpañyĩ́n yí.	Please let me introduce you to this man.
2.	Mėpaw kyɛ́w, mã mẽ́ñkye̩rɛẁ ne̩a ɛwɔ.	Please let me show you where it is.
3.	Mėpaw kyɛ́w, fa nkwã́n mã́ mẽ nṍ.	Please pass me the soup.
4.	Mẽpaw kyɛ́w, mã mẽ̩ fufúo nṍ bí.	Please let me have some of the fufu.
5.	Mẽpaw kyɛ́w, kye̩rɛ́ mẽ ne̩a ɛwɔ.	Please show me where it is.

6.	Mẽpaw kyɛ́w, kã kyẹrɛ nõ sɛ́ɛ̍ ɔ́ɔŋkɔ.	Please tell him to leave.
7.	Mẽpaw kyɛ́w, kã kyẹrɛ́ nõ sɛ́ɛ̍ mẽwɔ há.	Please tell him I am here.
8.	Mẽpaw kyɛ́w, kɔtɔ́ núusọpèpa mã mẽ.	Please go buy me a newspaper.
9.	Mẽpaw kyɛ́w, twɛŋ mẹ̃ wɔ há.	Please wait for me here.
10.	Mẽpaw kyɛ́w, bɛfá mẽ nnɔ́nwɔ̀twẹ.	Please come for me at eight o'clock.

New words

ɔpañyı́ñ (pl. m-fọɔ̍́)	adult, grown person
núusọpèpa	newspaper

Lexical Drill A

1.	Yɛtọọ akwadaá nṍ dĩ́ñ Asamṍá.	We named the baby Asamoa.
2.	Yɛtọọ pṍn nṍ mṹ ansã́ na yɛkɔɔ yɛ.	We locked the door before we left.
3.	Wansã́n ammá ansã́ na yɛkɔɔyɛ.	He didn't come back before we left.
4.	Wansã́n ammá kɔpẹ́̀m nnɔ́n mmıensã́ né fã́.	He didn't come back until three thirty.
5.	Mạ̃́ñyạ̃́ kwã́ñ mañyɛ́ kɔpẹ́m nnɔ́n mmıensã́ né fã́.	I didn't get a chance to do it until three thirty.

6. Ma̩ññyã́ kwã́ñ mankɔgyé̩ vísà mẽ̍de̩ bɛ́kɔ Ghánà nɔ́.
I didn't get a chance to go get a visa for Ghana.

7. Ɛsɛ sɛ́ɛ̍ mẽ̍kɔgyé̩ vísà mẽ̍de̩ bɛ́kɔ Ghánà nɔ́.
I have to go get a visa for Ghana.

8. Ɛsɛ sɛ́ɛ̍ mẽ̍kɔgyé̩ matáa̍de̩ɛ áà ɛwɔ téèla hɔ́ nɔ́.
I've got to go get my suit which is at the tailor's.

9. Wúbenyã̩́ kwã́ñ akɔgyé̩ matáa̍de̩ɛ áà ɛwɔ téèla hɔ́ nɔ́?
Will you have time to go get my suit which is at the tailor's?

10. Wúbenyã̩́ kwã́ñ abo̩á mẽ mã mahye̩hyɛ́ mẽ nné̩ɛmã?
Will you have time to help me pack?

New words

kɔpé̩m	until, as far as
vísà	visa
téèla	tailor

Question and Answer Drill A

1. Sɛ̃́n na wó̩gye̩ dí sɛ́ɛ̍ ɔbɛ́gyé̩̍?
How much do you think she will charge?

Mẽgyé̩ dí sɛ́ɛ̍ pɔ́n nnã́ñ bɛ́so̩̍ na̩ní.
I think that she will be pleased with four pounds. ('I take use that four pounds will catch her eye.')

2. Mmọfára yí dẹ́ɛ, wọ́dẹ̀ wɔŋ bɛ́kɔ?	What about the chıldren, are they goıng?
Mmọfára yí dẹ́ɛ, wɔŋ nɛ̂ wɔŋ mãamɛ̂ na ɛbɛ́kɔ.	As for the chıldren, they wıll go wıth theır mother.
3. Mẹ́rẹ ⊙dộdọ sɛ̂n na wúnı̃m nɔ̃?	How long have you know hım?
Mı̃nı̃m nɔ̃ fırı mɛ̃ mmọfáraasẹ.	I have known hım sınce I was a chıld.
4. Pɔŋkɔ́ bɛ̂n na wọ́bɛtọ̍ ñkyıạ́ wɔ nɔ̃ sọ́?	Whıch horse are you goıng to bet on?
Mɛ̂tọ ñhyıạ́ wɔ pɔŋkɔ́ áà ogyına mfínìmfıní nɔ̂.	I'm goıng to bet on the horse ın the mıddle.
5. Sıká sɛ̂n na wúñyaa̍ yɛ wɔ résẹ̀s(ẹ)?	How much money dıd you wın at the races?
Mı̃ñyậạ̀ pɔ́ŋ mpẹ́m nnɛ́.	I won a thousand pounds today.
6. Sıká sɛ̂n na wọ́sɛɛ̀ wɔ résẹ̀s(ẹ)?	How much dıd you lose at the races?
Mẽsɛ́ɛ̀ mı̂ sıká mẽwɔ ñyı̃nâa.	I lost all the money I had.
7. Dá bɛ̂ŋ na wɔ́n nɔ̂ warẹ́ẹ̀yɛ.	When dıd they get marrıed?
Wɔ́n nộ warẹ́ẹ̀ anɔpá yı̂ áà.	They got marrıed thıs mornıng.

8.	Wɔ́n nɔ̋ ñyạ̃ạ akyɛ́dẹ̍ bí?	Did they receive any gifts?
	Wɔ́n nɔ̋ ñyạ̃ạ akyɛ́dẹ̍ pii.	They received many gifts.
9.	Ɛdẹɛ̋n na wọ́dẹ̀ hyɛɛ wɔn̩?	What did you give them?
	Mɛ̃kyɛɛ wɔn̩ mpẹrɛ́tẹ̀.	I gave them dishes.
10.	Ɛdẹɛ̋n na wọ́pɛ̀ sɛ́ɛ̍ mɛ̃dẹ kyɛ́w?	What do you want me to give you?
	Mɛ̃pɛ sɛ́ɛ̍ wọ́kyɛ mɛ̃ wọ fótọ̀.	I want you to give me your picture.

New words

sɔ	to drip; kindle; try; seal
sɔ ạní	to please, satisfy
dọ́dọ	how many, how much
mfínìmfiní	in the middle of
résẹ̀s(ẹ)	races
warẹ	to marry, get married
akyɛ́dẹ̍ (ákyɛ̍dẹ) (pl. ñ-)	gift
pẹ́rɛ̀tẹ (pl. m-)	plate, dish
fótọ̀ (pl. m-)	photograph

Lexical Drill B

1.	Ɔkɔ́ ạfúòm ákòduạ́ ạburọ́.	He's gone to the farm to plant corn.
2.	Ɔkɔhwẹ́hwɛ bạạbí átẹ̀ná.	He's gone to look for a place to live.
3.	Mɛ̃ɛpɛ bạạbí átẹ̀ná.	I'm looking for a place to live.

4.	Mẽepɛ obí mã ɔde̩ mẽ ákɔ̀ ew̌ímũ̀hyɛ̃́n gyınábe̩̍a.	I'm looking for someone to take me to the airport.
5.	Ehĩ́a̩ obí mã ɔde̩ mẽ ákɔ̀ ew̌ímũ̀hyɛ̃́n gyınábe̩̍a.	I need someone to take me to the airport.
6.	Ehĩ̩a̩ sıká áà mẽde̩ bɛ́tɔ a̩dua̩né̩.	I need some money to buy food.
7.	Obısáà sıká áà ɔdé̩ bɛ́tɔ̍ a̩dua̩né̩.	She asked for money to buy food.
8.	Obısáà mẽ sɛ́ɛ̍ métu̍mı ábɛse̩raà nõ.	She asked me if I can visit her.
9.	Wúnĩ̀m sɛ́ɛ̍ métu̍mı akɔsé̩ra nõ?	Do you know if I can visit her?
10.	Wûnĩ̀m sɛ́ne̩̍a yɛbɛ́yɛ nay(ɛ) á̩hũ nṍ?	Do you know how she can be found?

New word

a̩buró (abúrò)	corn, maize

Pattern Drill B

1.	Ogyına káà esı duá̩ nṍ hṍ.	He is standing by the car next to the tree.
2.	Nsúo nṍ sı káà esı duá̩ nṍ hṍ.	The bucket of water is by the car near the tree.
3.	Nsúo nṍ sı ɔpṍnõ nṍ só̩ wɔ mfɛ́ǹse̩re̩ nṍ ase̩.	The bucket of water is sitting on the table under the window.

4.	Ṇhṍmã áà yabọa anṍ gú ɔpṍnõ nṍ sọ́ wɔ mfɛ́ǹsẹrẹ ńṍ asẹ.	A stack of papers ıs lyıng on the table under the wındow.
5.	Ṇhṍmã áà yabọa anṍ gú adáka̍ mṹ sı ạkõññũạ́ nṍ sọ́.	There's a stack of papers ın the box on the chaır.
6.	Safõwá nṍ da adáka̍ mṹ sı ạkõññũạ́ nṍ sọ́.	The key ıs lyıng ın the box on the chaır.
7.	Safõwá nṍ da ɔpṍnạnım̀ wɔ fạ́m hɔ́.	The key ıs lyıng on the floor ın front of the door.
8.	Mĩgyạạ nṍ ɔpṍnạnım̀ wɔ fạ́m̀ hɔ́.	I left ıt on the floor ın front of the door.
9.	Mĩgyạạ nõ ɔpṍnõ nṍ sọ́ wɔ ṇhṍmã sọ́.	I left ıt on the table on top of a book.
10.	Mĩgyí dí sɛ́ɛ̍ ɛda ɔpṍnõ nṍ sọ́ wɔ ṇhṍmã sọ́.	I thınk ıt ıs on the table on top of a book.

New words

ɔpṍnạnım̀	front of a door,(door's face)

Pattern Drıll C

1.	Mẽdẹ káà hṍ nnẹ́ɛmã mãnẽ́è nnɛ́ra.	I sent hım the automobıle parts yesterday.
2.	Mẽdẹ káà hṍ nnẹ́ɛmã fófo̍ro nṍ sıésıeè mẽ káà nṍ.	I repaıred my car wıth the new parts.

3.	Mẽdẹ nẽ pɛ́n nṍ kyẹrɛ́wẁ mĩ dĩ́ñ.	I wrote my name with his pen.
4.	Mẽdẹ nõ kohṹù dɔ́kẹ̀ta nṍ.	I took him to see the doctor.
5.	Mẽdẹ nõ kɔɔ mãa okosíesıeè mẽ káà nṍ.	I sent him to fix my car.
6.	Mẽdẹ sékã̍ñ sĩñsĩ́ññ̀ mẽ pɛ́nsẹ̀rẹ anọ́.	I sharpened my pencil with a knife.
7.	Mẽdẹ pɛ́nsẹ̀rẹ tọọ adáka̍ nõ sọ́.	I put the pencil on the box.
8.	Mẽdẹ nõ bạạ ạdwúma.	I brought him to work with me.
9.	Mẽdẹ natáa̍dẹɛ komã́à wahyẹmáǹ.	I sent his clothes to the laundryman.
10.	Mẽdẹ násɛ̀m nṍ ákɔ̀tọ ɔpañyĩ́n nṍ ạnı́m̀.	I have presented his case to the boss.

New words

sĩñsĩ́ñ	to cut, carve, sharpen, peel
wahyẹmáǹ	washerman, launderer

2. /dẹ́ɛ/, 'as for', 'concerning', 'what about' is used after a noun to give strong emphasis or special prominence to it. See Question and Answer Drill A, sentence 2.

3. /dọ́dọ/ is usually // dodow//.

4. When two locations are specified for an object, usually /áà. precedes the second location; but as shown in Pattern Drill B, it is possible to omit the /áà/. For example, in sentence 1 /áà/ may occur between /káà/ and /esi/. Compare Unit 15, note 7.

5. /si/, means 'to be in a vertical position'. If water is to /si/, it must be in a container. See Pattern Drill B, sentence 2. The same would be true of an item like a box of salt.

GLOSSARY - This vocabulary is alphabetized according to the stem consonant and not according to the prefixes, e.g., /ɛdá/, 'day', is alphabetized under 'd'.

áà	which, that, what, where
(sɛ)... áà	if, when, whenever
ba	to come, arrive
bẹrá	Come (imperative)
dẹ... ba	bring
ɔbá (pl. m-)	child, young one
baá	to open
ɔbáa (pl. m-)	woman, female
ɔbábarẹmȧ	son, male child
bạạbí (pl. -nŏ́m)	a place, somewhere
baakő	one
baakő nő	the second one, the other one
báẹ̀gẹ	bag, sach, briefcase
abáñ (báñ) (pl. m-)	a large or strong building, the government
yɛ́ ábàñ ạ́dwùma	to work for the government, be a civil servant
bañkye̋	cassava
ɔbarẹ́mȧ (pl. m-)	man, male
ạbạ́ti (pl. m-)	shoulder
abaawá (pl. m-)	servant girl, maid
abáawa (pl. m-)	girl
bayẹ́rɛ	yam
bɛ-	to come for, to come to do
bɛ́-	will, shall, future time
bɛ́yɛ (with numerals)	approximately
(with prices)	the total is
bẹá (bẹ̇a) (pl. m-)	place; manner
bɛ́ñ	what, which, what kind of
bɛṇ	to be near, approaching
Bẹnada	Tuesday

bẽ̩́n̩kṹm (bẽ̩́n̩kum)	left, left side
bé̩pɔ	mountain, hilltop
be̩rɛ́	to bring something to a person
be̩rɛ́	to fatigue, grow weary or tired
bé̩re̩ (pl. m-)	time
mmé̩r(e) áà	when, time that
be̩rɛɛoo, be̩rɛɛw	soft, slow, mild
bɛtɛɛ	soft, tender
bí	a, an, some, any
obí	someone, anyone
éèbíà̩	perhaps, maybe
bía̩ra	every, each
obía̩ra	everyone
ebío	again
biribí	something, anything; nothing (in negative sentence)
bíruù	blue
bisá	to ask, question
bɔ	to hit, strike, set in motion come in contact with; break, destroy, shoot; tie, tie up tie on
bɔ... páane̩ɛ	to give a shot of medicine
ɛbó̩ɔ	price; store, pit, seed
bo̩a	to group or be grouped together in a bunch or group
bo̩ábò̩a	to be distributed in groups
bo̩a	to help, aid, assist
bo̩á	to lie, tell a lie
bo̩aá	bundle, package
ɔbo̩áfó̩ɔ (pl. a-)	helper, assistant
abo̩fára (pl. m-)	child
bó̩kè̩te̩	bucket
bɔkɔɔ	soft, tender, cheap
bɔ́ɔ̀l	ball

a̩boműu	stew
abɔn̩kɔ́ (bɔn̩kɔ́) (pl. m-)	shrimps
abɔnte̋ñ (pl. m-)	street; outdoors, outside
bo̩rɔdé̩ɛ	plantain, European yam
bo̩ro̩do̩	bread
Bo̩rɔfó̩	English, European language
Bo̩rɔfo̩ka̋	English language, spoken English
bɔ́ɔ̀so̩	bus
bɔ́ɔ̀so̩gyɪnábe̩̍a	bus station, bus stop
bɔ́ɔ̀so̩tapo̩	bus stop
bu	to bend, curve; break, break off; decide, judge
bué	to spread, open, flatten out
búùku, búu̍kuu̍	book
a̩buró (a̩búrò)	corn, maize
A̩burokyírɪ	Europe, America
Oburonɪ́ (pl. Abo̩rɔfó̩)	a European
da	to sleep, lie, rest, be in a prone position
da ase̩	to lie down; thank
de̩da	to lie about
ɛdá (pl. n-)	day
dáa	always
da̩a̩bɪ́, da̩bɪ́	no, not, never
adáka̍	box, case, trunk, suitcase
adamfo̩ (adámfo̩̍) (pl. n-nṍm)	friend
ɛda̋ñ (da̋ñ) (pl. n-na-)	building, house, room
dé̩, dé̩ɛ	to have, possess; be, be in a state of; keep on, continue; cause, make; take, require
dé̩ɛ	concerning, as to, with reference to
dɛ	sweet
adé̩ɛ (de̩̍ɛ) (pl. nné̩ɛma)	thing

ɔdẹ́ɛ̍	yam
dẹa	he who, he whose, that which, where
dedạw	already
dédạ̀w	old, encient
ɛdɛ́ṇ	what, how
ɛdẹɛ̃́ñ = ɛdẹ́ɛ̍ bɛ̃́ñ	
ạdesũạ́	learning, study, education
di	to eat, employ, use, spend
didí	to eat
di asẹ	to agree on a price, strike a bargain
ạdi	out, outside, outdoors
ạdidẹ́ɛ	use, enjoyment, benefit
ạdidiạdídì	the enjoyment of eating
ạdidí	eating, to eat
ạdíhọ, ạdiwo	the yard around a house; outside, outdoors
dɛ̃ñ	hard, difficult, expensive
edĩ́ñ	name; reputation, fame
dọdọ	how many, how much
dɔ́kẹ̀ta	doctor, physician
ɔdɔ́ṇ (nɔ̍ṇ) (pl. n-)	bell
dɔṇhwẹ́rẹ̍fã	half-hour
dɔṇhwẹ́rẹ̍w (pl. n-)	hour
ạduạnẹ́ (pl. n-)	food
du, duru	to descend, arrive
edú	ten
duạ́ (nnuạ́)	tree, stick, wood
ạduokọrɔ̃́ṇ	ninety
ạduạnã́ñ	forty
ạduonũ	twenty
ạduonṹm	fifty
ạduạsã́	thirty
ạduosĩạ́	sixty

a̩duosṍn̩	seventy
a̩duowɔ́twe̩	eighty
duru	heavy
a̩dúru	medicine, herbs
dwa̩	to cut up, cut in pieces
dwe̩re̩	to tie up, bind
dwɛre̩	to crush, mash
d̩wo̩	to cool, be cool
Dwó̩ɔ̀da	Monday
edwómũ (pl. (e)ññw̌ómũ)	market, market place
a̩dwúma (á̩dwùma) (pl. ññw̌úma)	work, job
a̩dwúmayɛ	work, working, to work
ɛɛ	a question marker
ẽ́è	yes
fa	to take, take away, seize, obtain, get; up to, as far as; by means of; about, concerning
fã	to be hoarse
ɛfá	earth, soil, dirt
ɔfã́ (fã́) (pl. a̩fũa̩fã́)	half, piece, other side, other part
efá̩m̀	ground, floor, bottom; below
Faransé̩ɛ	French
ofá̩su̍ (pl. a̩-)	wall
fɛ	pretty, nice, beautiful
afé̩ (pl. mfíe)	year
á̩fèi	now
á̩fèi ansã́ na... bɛ́-	to be about to
mfɛ́ǹse̩ré̩	window
fé̩rà	to mix
fe̩rɛ́	to call, name; telephone

fı, fırı	to be from, from, to leave, leave from
fı... ase̩	to begın, start
ofíe	house, home
Fíèda	Frıday
mfínìmfıní	ın the mıddle of
fıtá	to fan a fıre
fítaa	whıte, clear
fıtáè̩	bellows, woven fan
fo̩	cheap, plenty, plentıful
fó̩fo̩̍ro̩	new, another
mfoní	pıcture
fó̩tbɔ̀ɔl	soccer
fótò (pl. m-)	photograph
fua̩	to hold, seıze
fuá̩	sıngle, one
fufúo	fufu, a Bhanaıan food
fúfuo	whıte
a̩fúo, (fu̍o) (pl. m-)	farm, fıeld
fura	to wear or put Ghanıan dress
ago̩o̩	Is anybody there? Quıet please. (saıd to a group) Let me pass.
n̩gó̩	palm oıl, cookıng oıl
gɔro̩, goru	to play
agɔró̩be̩̍a	place to play, playground
gu	to pour; scatter, be located ın groups, be scattered
gugu	to be scattered about
oguá̩ñ (pl. ñ-)	sheep
guá̩a̩so̩	market, market place
guá̩a̩so̩kwa̍ñ	market road, the road to the market

gya̩	to leave, quıt, forsake; send away, accompany
a̩gyá̩ (á̩gyà̩) (pl. -nṍm)	father
egyá̩ (gya̩)	fırewood
ogyá̩	fıre
gye̩	to take, receıve, accept; take ınternally; charge a prıce
gye̩ dı	to belıeve
gyına	to stop, stand, rest, come to a standıng on, uprıght posıtıon
gyına̩gyına	to stand about
gyínabe̩a	stoppıng place, statıon, harbor
ahá	wearıness; an afternoon greetıng
ɛhá (pl. ɛ-nṍm)	here; thıs
ɔha	hundred
ahabãmmó̩no̩	green
ahabã́ñ (pl.n̩-)	leaf, foılage
háè̩	to rent, hıre
ahẽ́	how much, how many, how long
ɛhẽ́ (pl. ɛ-nṍm)	where
ɛhẽ́fã̀	where
hɛ́lò̩	hello
ahé̩mfıe	palace, kıng's house, chıef's house
ɛhẽ́na (pl. -nṍm)	who, whom, whose
ɔhé̩ne̩ (hé̩ne̩) (pl. a-nṍm)	kıng, chıef
ɔhe̩ne̩fıe	kıng's house than palace
hĩá̩	to dıstress, trouble, need, requıre
ɛhɔ́ (pl. ɛ-nṍm)	there; that; from
ɛhṍ	the whole body; exterıor; at, by, near
ahõɔdẽ́ñ	strength
ɔhɔ́ho̩ɔ (pl. a-)	stranger, foreıgner, guest
n̩hṍmã (hõ̀mã) (pl. n̩gṍmã)	skın, hıde; leather, book, letter
n̩hõmãkye̩rɛ́w	letter wrıtıng, to wrıte letters

ho̩ro̩, ho̩hó̩ro̩	to wash, launder
hũ, hũnṹ	to see
a̩húhuró̩	hot
hwɛ	to look at; look after; consider; know
hwe̩	to fall, tumble, beat
hwe̩ ase̩	to fall down
hwe̩e̩	something, anything
hwɛ́fo̩ɔ (pl. a-)	caretaker, supervisor
hwe̩hwɛ́	to search for, look for; want, desire
hwe̩ré̩	to consume, use up, pass time
hwié	to pour out of
hyá̩ìn	to shine, polish
hyɛ	to insert, put in; put on, wear
hyɛ... mã́	to fill up
hye̩	to burn, be on fire; be hot (weathe)
hye̩hyɛ́	to arrange, adjust; fit out, equip
hyɛ̃ñ	to blow a musical instrument
ɛhyɛ̃́ñ (pl. a-)	boat, ship
hyɛn̩n̩	bright, brilliant
hye̩rɛ̃́ñ	to penetrate, get through, shine
hyiá̩	to meet, assemble; agree, be in accord
ñhyia̩ḿ	meeting, conference, assembly
ñhyiamũ dã́ñ	assembly hall, conference room
hyúù	shoe, pair of shoes
ka	to remain, be left
kã́	to speak, say, talk
kã kye̩rɛ́	to tell, give information to
kã́... hṍ asɛ́m	to talk about, discuss

kã	to touch, come in contact with, come to, reach, receive
ɛká (pl. n̩-)	debt, something which is lacking
kaá	ring, bracelet
káà	car, automobile
káàkã́	automobile driving, to drive a car
kã́ñ	to count, read
kẽñkã̩́ñ	to read, count
kané̩a	light, light fixture
kápè̩rɛ	penny
kasa	to talk
áǹ̩kasa	self
n̩kátè̍ɛ	peanut, groundant
akẽñkã́ñ	reading, to read
ké̩rà	to leave, take leave of, say goodbye
ké̩ra̍	soul
n̩ke̩rá (n̩ké̩ra̍)	message
n̩ke̩rábe̩̍a	fate, destiny, manner of death
ɔké̩rãmãñ (pl. a-)	dog
ké̩raàtaá (pl. n-)	paper, sheet of paper, letter
kesé̩ɛ (pl. a-)	by, large; great, grand
ɔké̩te̩ke̩̍ (pl. n̩-)	hyena; locomotive, train
ké̩te̩wa (pl. n̩-)	small, little
ké̩twaa	very small
kɔ	to go, go away, go to do
de̩... kɔ	to send away, cause to go
kɔ só̩	to keep on, continue
kṍ	one
kṍ	to fight
n̩kṍaa	only, just
akó̩kɔ̍ (pl. n̩-)	chicken
kɔkɔɔ́	red, orange, reddish brown, purple
kookóò (kóo̍koo̍)	cocoa

ɔkɔ́m	hunger
akó̩kɔse̩ràdé̩ɛ̍	yellow, light tan
a̩kõññũá̩ (pl. n̩-)	chair, stool
akontá	brother-in-law
akṍn̍tàá	arithmetic, reckoning, accounting
kɔpé̩m	until, as far as
ko̩rá	to save, hide, conceal, keep
kó̩rà	co-wife
ko̩raá	colabash
ko̩ro̩	one
n̩ko̩rɔfó̩ɔ	neighbors
ɛn̩korṍn̩	nine
kosí	until, up to
kóòtu	coat
kɔ́tà	quart
kɔtɔkɔ	brave companions; able teammates
kotokú (pl. n̩-)	pocket, bag
kṹm	to kill, execute; cause to
okúnu (ku̍nu) (pl. -nõm)	husband, sister's husband
a̩kurá (pl. n-)	mouse
a̩kuraá	village, country town
okura̩a̩séni̍ (pl. n̩-fo̩̍ɔ)	villager
kúro	town, city, village
kuru	to thatch, build a thatch roof
kúru	a sore
ekúruwa̍	cup, pitcher
a̩kutú	orange
a̩kutúdi̍e	eating of oranges, to eat oranges, orange-eating
akwadaá (pl. n̩-)	baby, infant
a̩kwa̩dú	banana
n̩kwã́ñ	soup
ɔkwã́ñ (pl. a-)	road, path; way, method; opportunity

ɔkwãnsín̩ (pl. a-)	mile
n̩kwantá	crossroad, junction, a Y
kwa̩síeda	Sunday

kyɛ	to last, ending; divide, separate, share
akyẽ́	a becoming clear or visible, a coming-
ɔkyé̩ãme̩ (pl. a-)	a chief's spokesman, interpreter
akyɛ́de̩̍ (ákyɛ̍de̩) (pl. ñ-)	
kyɛ̃ñ	to surpass, pass excel; more than, than
ñkyɛ̃́ñ	side; from, apart, by, near
ɔkyẽ́na	tomorrow
ñkyé̩ne̩	salt
ñkye̩ne̩ñkyé̩ne̩	salty
kye̩rɛ́	to show, exhibit, point out; advise
kye̩rɛ́ ase̩	to translate; show, explain
kye̩rɛ́ kyè̩rɛ	to teach, instruct
ɔkye̩rɛkyé̩rɛ̀fó̩ɔ (pl. a-)	teacher
kye̩rɛ́w	to write
akye̩rɛ́w	writing, to write
kyerɛ́wpṍn̩	desk, writing table
ɛkyɛ́w	hat, cap
kyıá̩	to greet, shake hands, welcome; bet, wager
a̩kyí, a̩kyírı	the back rear; back, behind; late
kyɔ́ɔ̀ku, kyɔ́ɔ̀ko̩	chalk

ɔ́è̩le̩, ɔ́è̩ye̩re̩	oil
lɛ́tɛ̀	letter
lɔ́rè̩	truck, lorry, bus, car

mã	to gɪve, present; let, cause; for, on behalf of
ɛmã́	full
hyɛ... mã́	to fɪll up
mãamẽ́ (pl. -no̩m)	mother
ɔmã́ñ (pl. a-)	natɪon, people
mãnẽ	to send
amanne̩ɛ́ (mánne̩ɛ)	message, mɪssɪon
mmará	law, rule
mẽ, mĩ, m-	I, me, my
amẽe	Come ɪn. Speak, we are lɪstenɪng
Mé̩mè̩ne̩da	Saturday
mé̩nè̩té̩, mé̩rè̩té̩ (pl. m-)	mɪnute
mme̩rɛ	cheap
mmɪenṹ	two
mmɪensã́	three
mṍ, mṹ, m-	you, your (pl.)
mmo̩fáraasè̩	chɪldhood
ḿm̀ṍm	rather
mmõḿ	agreement, contract
mṍmã	to dedɪcate
mõmã́	forrɪd
amṍnõ, ɔmṍnõ	fresh, green, unrɪpe, new
emṹ, mṹ, mũ, -m	ɪn, ɪnsɪde
emṹ (pl. a-)	whole, entɪrety
n-, m-, ñ, n̩	not
ã̩́à̩ñ, ã́àñẽ́, ẽ́è	yes
na	and, but; emphasɪs marker
ná	used to, was formerly ɪn the state of
anã́a	or, a questɪon marker

anạdwọ́	night
ɛnám	meat, flesh
ńsuomnám	fish
ɛnã́ñ	foot, leg
ɛnnã́ñ	four
anansẹ	spider
nnansã́	three days
anansẹsɛmkã́	traditional story, 'fairy tale'
nantẹ́	to walk, go on foot
nạntwíe (nạ́ntwìe) (pl. a-)	a head of cattle
nnawɔ́twẹ	a week
nẹ	to be, to consist of
nẽ́	and, with
ɔnẽ́ = ɔnṍ nẽ́	
nẽ, nĩ, n-	his, hers, its
nnɛ́, ɛnnɛ́	today
nẹa	he who, that which, he whose, where
nnɛ́ra, nnɔ́ra	yesterday
nní	negative of di and wɔ
ạní	eye; color
nifã́ (nífã)	right, right side
nĩm	to know, understand
ạním̀	face, countenance, front; before, in front of
onípa (pl. n-)	person, individual
anṍ	mouth; edge, brim; beginning
ɛnṍ, ɛ-, e-	it, they, them
ɔnṍ, nṍ, ɔ-, o-	he, she, it, they, him, her, them; when
nõá	to boil, to cook by boiling
nõm	to drink
anõmãá (ánõ̀mãa) (pl. n-)	bird
anɔpá	morning, in the morning
anɔpạ́ạdùạnẹ́	breakfast

ntí	therefore, because
ɛdẹɛ̃́n ntí	why
oñũá̤ (ñũ̀ạ))pl. ạ-nṍm)	brother, sister, sibling
oñũạbạa (ñũ̀ạbàa) (pl. ññũạmmáa)	sister
oñũạbáreṃá (ñũabarẹma) (pl. ññũammárẹmá)	brother, male sibling
enṹm	five
ñyạ̃	to get, acquire, receive, obtain
ññyạ̃́ plus another verb	'not yet
sɛ ñyạ̃ ...áà	as soon as
ñyạ̃ kwã́ñ	to have an opportunity
nyã́n	to ware
ñyĩnã́a	all
oo	an emphasis marker
pa	to pass by, more along
pa	to take off, skim, scrape off; beg, beseech
mẽpaw kyɛ́w	please
pá, pápa	good, much
pápaapa, pápapapa	very good
mpá	bed, couch, mattress
mpabọá (mpábọ̀a)	shoe, pair of shoes
páanẹɛ (pl. m-)	needle
páanọ	bread
ɔpãñyĩ́ñ	adult, old person, person of rank; old, aged
papa	a woven palm, leaf fan
papá (pápa) (pl. -nṍm)	father

pɛ	to like, be fond of, want, seek, provide, try to get
pɛ́	exactly, only, precisely, thorouglhy
pɛɛ	near, close to
apé̩m (pl. m-)	thousand
pɛ́n (pɛ̍n)	pen
pɛ́n̩ (pl. m-)	once, one time, ever, before, time, occassion
pé̩n̍sè̩re	pencil
pépà	paper
pe̩rá	to sweep
pe̩ráè̩	brown
pé̩rɛ̍te̩ (pl. m-)	plate, dish
ampesíe	Ampesi, a Ghanaian food
pɛté̩roò dó̩m̀po̩	filling station, petrol dump
pıı	much, many
pırá	to injure, be injured
ɛpɔ́ (pl. m-)	joint, bump, knob
ɛpó̩	ocean, sea
mpo̩anó̩, ɛpo̩anó̩	seaside, seashore
pɔ́n̩	pound sterling
pɔ́n̩	to go away, cease, stop; disjoin, separate
ɔpɔ̋n̩ (pl. a-)	door, gate; table, desk
ɔpɔn̩kɔ́ (pɔ́n̩kɔ) (pl. mpɔnkɔ́)	horse
ɔpɔ̋nɔ̋ (pɔ̍̋nɔ̋) (pl. m-)	table, desk
pórosì	police
pórosìnı (pl. m- fó̩ɔ or a̩-fó̩ɔ)	policeman
pósuɔ̀fe̩se̩	post office
re̩-, rı-	progressive action, with act of
résè̩s(e̩)	races
róòdo	road
ɛ́ɛrpò̩rt	airport

sa	to heal, cure
sa	to dance; dip
sã	to lie along
sa, saá	so, thus, in that manner
nsá	hand
nsá̃	palm wine, alcoholic beverage
ansá̃	first, at first, meanwhile
ansá̃ na	be before (in time)
ɔsáfọɔ (pl. a-)	dancer
safõwá, sáfẽ́ (pl. n-)	key
sạmĩ́ná̃ (sạ́mĩ́nã)	soap
sãñ	to return, send back
sãñ ákɔ̀	to return
sãñ ábà	personally
osánı (pl. asáfọɔ)	warrior
nsá̃nõ̀m	drinking, wine-drinking
sẹ	to day, tell, speak about
sɛ	if, when, whenever; thus, so; in order that, in order to
ɛsɛ sɛ́ɛ̍	it is necessary, one must
sɛɛ	to use up, spend; destroy, mar, ruin
sɛ́ɛ̍	as like; that (in introducing subordinate
sɛ́ɛ̍ ... anã́a	if, if, whether
asẹ, asẹ́ɛ̍	bottom; down, under; sense meaning
sẹgarɛ́ɛ̀tẹ, sẹ́gàrɛte	cigarette
ɔsẹ́kã́ñ (sẹ̍kã́ñ) (pl. a-)	knife, razor
asɛ́m (ásɛ̀m) (pl. n-)	word, saying, story, talk
té ... asɛ́m	to obey
sẹmpọá	sixpence
sɛ̃ñ	to surpass, pass, excel; more than, than
sɛ̃́ñ	what, how
sẹrá	to visit; smear, grease

sẹ̩radẹ̩́ɛ	fat, grease
ɔsẹ̩ram'	moon, month
sẹ̩rɛ́	to pardon (me), excuse (me), interrupt an angered or off offended person
ɛsẹ̩́rɛ (ṣẹ̩̍rɛ)	grass
sée̍sei̍	until now, as yet, still
sée̍sei̍ áà or sée̍sei̍ ára	just, even, ever; the very
sı	to stand, be fixed in upright position,
sı	to put, place, or fix in upright position
sısı	to to stand about
ensĩạ̩́	six
esıạ̩́nẹ̩̀	because, on account of
sıé	to save, keep
sıésıè	to repair, fix, arrange, prepare
sıká	money
sıkákọ̩̀rá	money-saving, to save money
sıkakọ̩́rabẹ̩a	bank, safe, place to keep money
sıkakọ̩́rabẹ̩adã́ñ	bank, bank building
sımmá	minute
esíṇ̩ (pl. ạ̩sıṇ̩síṇ̩)	part, piece, fragment, remnant
sıníìkɔ	going to the movies, to go to the movies, movie-going
sĩñsĩn	to cut, carve, sharpe, peel
sírẹ̩̀ṇ̩	shilling
sısı	to cheat
sísı	a bear
sọ̩	to catch, seize, take hold of
sɔ	to drip; kindle; try; seal
sɔ ạ̩ní	to please, satisfy
sọ̩a	to carry on the head
ɛsọ̩́	the upper part or surface of; on, upon, over, above
ńsọ̩	also, too

sõ	to be by, large, fat
ɔsɔ́fọɔ (pl. a-)	preacher, minister, priest
ɛnsṍṇ	seven
sọnọ	to differ, be different
ɛsọ́nọ	elephant
sɔrẹ́, sõm	to be careful about; worship, adore
asɔ́rẹ	church service, devotional meeting
ɔsọ́rọ̀	top, upper part; above, over
ńsọsọ	also, else
sótehyẹ̀n	station
sọ́tɔɔ̀	store
suạ	to be small, few
osukɔ́m, nsukɔ́m	thirst
sṹạ	to study, learn, follow the example of
ạsubɔntẹ́n, asútẹṇ (pl. n-)	river, stream
ạsubúra̍ (ạ́subu̍ra) (pl. n-)	a well
sukúù	school, school building
sukúùdã́ñ	school building
sukúùnı́ (pl. -fọɔ̍)	student, pupil
nsúo, nsú	water, rain
nsúoạnõ̀	edge of water, riverbank, lakeside
taa	to chase, pursue
/taa/ plus verb	'to do often'
ataadẹ́ɛ̍ (táa̍dẹɛ̍) (pl. n-)	clothes, dress, clothes tailored to fit the shape of the body
táẹ̀	tire; necktie
tạksı́ı̀	taxi
tạkú, tạkufã́	sixpence
ntã́mã́, ntṍmã́	clothes, dress, african dress, wrap-around clothes not tailored to fit the shape of the body

tá̩ǹ̩ke̩	tank
te̩	to perceive, feel, hear; live, dwell; speak a language
te̩ sɛ́ɛ̍	to be the same as, be in the same condition or position as
tẽe	straight
té̩ke̩te̩̍	ticket
téèla	tailor
tɛle̩fṍn̍	telephone
ntɛ́m	haste, swiftness, fast, quick; early, soon
tẽ́ntẽñ	long, high, tall
te̩rã́, te̩nã́	to sit, live, stay
bɛte̩rã́	to come, sit down; settle, take up a habitation
te̩rã́ ase̩	to sit down
te̩ré̩ǹ̩	train
etí, etírı (pl. a̩-)	head
tıé	to hear, listen
tíı̀m	team
tɔ	to buy
tɔ	to drop, fall, sink, rain
to̩	to lay, put; cast, throw; apply to, lay on
tò̩ ... mṹ	to close, lock, shut
to̩ ... ba	to elect, choose, to make a deposit
to̩ ... ase̩	pay something down
toá̩	to join, connect, bring together, string; follow, continue
tɔ́ǹ̩	to sell
to̩rɔ́, te̩rɔ́	threepence
tu	to leave, depart; fly; dig, farm, mine
tu kwãñ	to travel, take a trip
tua̩	to pay, repay, fill up, replace
tua̩	to stick at or in, be stuck at or in

tumí	to be able, can; to be well-versed in, to have permission
tuntúm	black; dark shades of blue, green, brown, gray, or tan; very dark red
twa̩	to cut, cut up; cross, pass by
twa̩ ase̩	to draw a line under
twɛn̩	to wait, wait for, expect
Twíì	the Twi language
á̩vè̩nu	avenue
vísà	visa
wahye̩máǹ	washerman, launderer
ware̩	to marry, get married
ware̩	to be tall, long
wákyè̩	watch
wɔ	to be at; have, own
wɔ, wɔn̩, wɔn nɔ̆́	they, their, them
wo̩, wu, w-	you, your (sg.)
wo̩	to beget, give birth to
awɔ́	cold
awó̩fo̩ɔ, awó̩fo̩nɔ̆m	parents
ɛn̩wɔtwé̩	eight
wu	to die
Wúkuoda	Wednesday
owúrà (wu̍rà) (pl. owúrànɔ̆m)	sir, mister, gentleman
w̌eí	this, these, that, those
ñw̌e̩ne̩	bitter

w̌ẹ́rɛ	mind, memory; the seat of the emotions
w̌ẹ́rɛ fi(ri)	to forget
w̌iạ́	to steal
ew̌iạ́, ạw̌iạ́	sunshine; noon, late, early afternoon
ew̌iạ́ạdùạnẹ	lunch, noon meal
ew̌iạ́ mṹ ạduạné	noon meal
w̌ié	to finish, complete
ow̌igyinaẹ́	afternoon
ew̌ím̀	air, weather, atmosphere
ew̌ímhyɛ̃ñ, ew̌ímũ̀hyɛ̃́ñ	airplane
ñw̌ĩ́nĩ̀	to be cold (weather)
ạñw̌ummẹ́rẹ	evening, in the evening
ạñw̌ummẹ́reạdùạnẹ́	supper, evening meal
ạñw̌mmedúạ̀nẹ́	supper
ɛyá	pain, ache; grief, distress
yaa	a response to greetings
yám	to grind
yạ́m̀	to insides of the body
yarẹ́	to be ill, sick
yarẹ́ɛ (yárẹɛ) (pl. ñ-)	sickness, disease
kookóò yarẹ́ɛ	swollen, shoot disease
ayarẹ́fọɔ	patient, sick person, invalid
ayarẹ́fọɔ hwɛ́fọɔ (pl. ñ-)	nurse
ayarẹhwɛ́fọɔ (pl. ñ-)	nurse
ayaresábẹa (pl. ñ-)	hospital
ɔyarẹsáfọɔ	physician, doctor
ɔyarẹsạ́ni	physician, doctor
Yáwɔ̀da, Yáwọ̀ɔda	Thursday
yɛ	to be, exist
ɛy(ɛ) áà	usually
yɛ́	to be good, all right

yɛ́	to do, make
yɛ, yɛn̩	we, our, us
yɛn̩	to breed, nurse, raise animals
ɔyé̩re̩ (pl. -nṍm)	wife, wife's sister
yi	to take away, remove; shave, cut the hair
eyí	this, these
yíye̍	good, repaired, mended
yɔ́	to do, make
yo̩o̩	yes, O.K., I will comply, I'm listening

PROPER NAMES

Ábe̩naa	Abenaa, a fimale born on Tuesday
Bonsu	Bonsu, a proper name
Adwô̩à	Adwoa, a female born on Monday
Afúa̩̍	Afua, a female born on Friday
Ghánà	Ghana
Juá̩a̩so̩	city of Juaaso
Kégyetìa̩	the city of Kegyetia, a certain road junction to this city
Nke̩rã̩ñ	the city of Accra; the Gã language
Kíñsw̌èi	Kingsway store
Kofí	Kofi, a male born on Friday
Koforídùa̩	the city of Koforidua
A̩kósua̩	Akosua, a female born on Sunday
A̩kúà̩	Akua, a female born on Wednesday
Kumáse̩	the city of Kumasi
Kwabe̩ná	Kwabena, a male born on Tuesday
Kwad̩wó̩	Kwadwo, a male born on Monday
Kwa̩kú	Kwaku, a male born on Wednesday
Kwámè̩	Kwame, a male born on Saturday
Kwa̩sí	Kwasi, a male born on Sunday

Ám̀ma	Amma, a female born on Saturday
Ɔmã́ñhyi̍àmṹdãñ	House of Parliament
Mẽ́nsàh	Mensah, a proper name
Amé̩rè̩ka	America
Mpráe̩̍so̩	city of Mpraeso
Asante̩	Ashanti, name of region and tribe; personal name
Asante̩hé̩ne̩	the King of Ashanti
Asante̩hé̩ne̩fie̍	Asantehene's palace or house
Asante̩wa	Asantewa, a proper name
Nsawam	the city of Nsawam
Siká̩a̩gua̩ Kofí	The Golden Stool, the throne of the Asantehene
Esíremũ	the grasslands in the north of Ghana
Esiremũfó̩ɔ̍	the inhabitants of grasslands of northern Ghana
Atá	ata, proper name of a male twin
Ataá	Ataa, proper name of a female twin
Tá̩kòra̩dí	the city of Takoradi
Tamale̩	the city of Tamale
Antwi	Antwi, a proper name
Owúsu̍	Owusu, a proper name
Yaá̩	Yaa, a female born on Thursday
Yaw	Yaw, a male born on Thursday
Yéndì	city of Yendi

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